

# Zetland Primary School



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IRONSTONE ACADEMY TRUST

## **Purpose of Study**

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose and to listen with discrimination to the music of the great composers and a range of music from different places, styles and cultures. (Primary National Curriculum September 2013)

## **Vision for the Subject**

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. At Zetland Primary we provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

This policy should be read in conjunction with the Programmes of Study for Music in the National Curriculum which set out in detail what pupils will be taught. This policy is intended for all teaching staff.

## **Aims**

Our main aim for music is to ensure that practical music making and a greater appreciation of music is within the reach of all children. This will enable them to develop creativity, express themselves through music and participate in rewarding group performances.

In addition, music offers children the opportunity of develop many life skills such as listening and concentration, physical coordination, patterns and number work, team work and social skills.

## **Curriculum Design and Organisation**

Music is taught through our creative curriculum themes and uses the national curriculum for music as the basis for its curriculum planning.

## Early Years Foundation Stage

We teach music in EYFS as an integral part of themes covered during the year and we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) of the EYFS curriculum. Children will sing songs, move to music and explore sounds.

"Research shows how music plays a key role in the early years in supporting young children's development, particularly in communicating and in emotional understanding and early patterns of adult infant attachment. It is important therefore to see music threading through these key areas and not being confined to a single area of creative development." MERYC (Music Educators and Researchers of Young Children) response to the Tickell review of the EYFS.

### Key Stage One

Pupils are taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter related dimensions of music.

### Key Stage Two

Pupils are taught to sing and play musically with increasing confidence and control. They are taught to develop an understanding musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

They are:

- taught to sing and play musically with increasing confidence and control in solo and ensemble contexts.
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Improvise and compose music for a range of purposes.
- Use and understand stave and other musical notations.
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

## Continuity

The following dimensions are central to performing and composing and are a central part of the curriculum for all year groups.

**Pitch (high and low sounds; melody)**

**Duration (long and short sounds; rhythm)**

**Dynamics (loud and quiet sounds; , contrasts)**

**Tempo (speed, keeping the pulse/beat)**

**Timbre (quality of sound - the kind of sound instruments make and how to choose them for different purposes)**

**Texture (combining sounds to create different effects)**

**Structure (how music is put together, eg verse and chorus; beginning/middle/end).**

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## Key Teaching Principles

Music is taught as a themed approach in the EYFS and children participate in some musical activity most days. Lessons are planned for within the "Creative Area" of learning of the EYFS but threads through all the key areas of learning.

In Y1/Y2 a one hour music lesson is taught fortnightly by the class teacher who plans for these lessons using the LCP music scheme linking it to our creative curriculum themes.

In Y3/Y4 a 30 minute music lesson is taught weekly and links the LCP music scheme to the creative curriculum themes.

In Y5/Y6: music is taught weekly for 30 minutes and is theme linked with a focus on music appreciation.

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## Assessment and Moderation

Assessment grids for Foundation Subjects based on National Curriculum outcomes are used. Teachers assess each term against each outcome.

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## Supporting Specific Learning Needs

Where possible more able pupils will be stretched through differentiated group work and extra challenges. Each unit highlights its expectations for the end of the unit showing that some children will have progressed further than others. More able children can benefit by joining extra curricular music groups such as choir.

The lessons suggested in the scheme are appropriate for almost all pupils. Teachers will involve all pupils through differentiation and if necessary, adult helpers and teaching assistants will be used to work with children with particular needs. Occasionally, some activities will be undertaken in small groups, allowing the teacher to give more help to the children who most need it.

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## Targeted Interventions

## Curriculum Links

The school uses the LCP music scheme. Each year group adapts the scheme to fit with their topic, to help pupils enrich and extend their learning.

## Wider Opportunities for Learning

Children are offered opportunities to perform in a variety of local environments and enjoy singing in residential homes, at Redcar Library, carol singing in Redcar High Street and joining with other schools to create concerts. Each year group take part in Christmas musical which is performed to parents and Y5/Y6 take part in a joint musical production at the end of each year.

## Use of ICT to support learning

ICT will be used a various ways to support teaching and motivate children's learning. ICT includes DVDs or videos and audio visual aids. Charanga is currently being trialled.

## Resources

There are a variety of resources available in school. Some are stored in classrooms for continuous use and a selection are stored in the Yellow Room.

## Leadership and Management

### Role of the Subject Leader

- Update music policy.
- Audit/review of music equipment.
- Audit/review of music coverage throughout the school.
- Monitoring of continuity and progression.
- Updating scheme of work.
- Arranging music CPD.
- Make links with the music service and other musicians.
- Ensure teachers are familiar with the policy, and aims and objectives of Music and help them plan lessons.
- Keep up to date with current educational ideas and development within the area.
- Attend INSET provided by the LEA.
- Discuss regularly with the Head teacher the progress of implementing the policy in school.

## Role of the Teacher

- To ensure both the planning and delivery of the Music curriculum for their class.
- To ensure that pupils' progress is assessed and monitored closely to ensure progress.
- To differentiate activities accordingly. Children who require extra support are selected by class teachers, but support and advice is always available from the SENDCo and SLT members when required.

## Role of the Headteacher

- To lead, manage and monitor the implementation of this policy, including monitoring teaching plans and the quality of teaching in classrooms.
- Keep the governing body informed about changes to this policy.
- Ensure that Music remains a high profile in the school's development work.

## Monitoring and Evaluation of the Subject

Methods of evaluation will take place within the school cycle and include:

- assessing pupil's work and achievements
- reviewing coverage of Programmes of Study and MSPs
- staff discussion
- external advice.

The Music leader will work closely with other members of staff, in order to monitor the effective planning, delivery and assessment of the school's provision of music.. Examples of planning and children's work will be discussed and analysed. Feedback will focus on the effectiveness of the planned work and recommendations made for future improvement.

## Parental Engagement

Parents are invited to come into school to listen to children perform in various events during the year. Children are rewarded for their efforts through the Marvellous Me app

## Equal Opportunities

When History is taught the teacher ensures that children of different genders, race and disabilities are treated equally, with equal access to resources and learning opportunities. Teachers should use range of teaching and learning styles to ensure children are taught in ways suitable to their needs. At times it will be necessary to positively discriminate for pupils with a specific difficulty e.g. sight or hearing impairments, this could be via teacher or teaching assistant support or via modified resources (e.g. large print, coloured acetates, IT programmes etc.). For further details please see separate policies for Equal Opportunities, Gender, Race and Disability.

When planning it is important to ensure that there is no bias towards a particular gender, race or social class.

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## **Health and Safety**

When instruments are introduced teachers teach how instruments are to be used and stored.

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**Policy amended:**

**October 2018 - S Boyes**