



## Music Policy

### Introduction

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. 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.

At Roebuck Academy we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music.

### The aims of the Music teaching at Roebuck Academy

To enable children to:

- know and understand how sounds are made and then organised into musical structures
- know how music is made through a variety of instruments
- know how music is composed and written down
- know how music is influenced by the time, place and purpose for which it was written
- develop the interrelated skills of performing, composing and appreciating music

### Additional Music Teaching

At Key Stage 2 children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Education Authority's Music Service and this school has chosen to participate in the programme. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn the guitar. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson. Furthermore, children from Reception classes up to Year 6 have the opportunity to play in a Rock Band and this is completely organised

by Rocksteady. Again, Parents have to pay for this but all instruments are provided by the Rocksteady company.

In Years 5 & 6 children have the opportunity to play steel pans.

### Music Curriculum Planning

Our school is following the new National Curriculum guidance, using the Music Express scheme which ensures structure and progression. It also provides opportunities to link Music with other subjects such as Topic, Science and PSHE.

Through this scheme we teach the knowledge, skills and understanding expected at each key Stage. In many Year groups, songs are taught from the Sing up strategy, particularly those that link to Topics.

Our music planning is geared to three aspects of progress:

- breadth and range of musical experiences;
- challenge and difficulty in musical activities;
- confidence, sensitivity and creativity in the children's music making.

### Early Years Foundation Stage (EYFS)

We teach music in the EYFS classes as an integral part of the topic work covered during the year. As the reception class is part of the EYFS, we relate the musical aspects of the children's work to the objectives set out in the Foundation Stage profile which underpin the curriculum planning for children aged 3 to five.

Music contributes to a child's personal and social development. Songs from Jolly Phonics support the children's learning of phonics. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

### Differentiation

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

### Assessment and Record Keeping

We assess children's work in music by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. We use these judgements as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

### Resources

We have a wide range of musical instruments and resources for all music teaching in the school are kept under review. We keep resources for music in our designated Music Room and in an area easy accessible for each Key Stage. There are some untuned percussion instruments in the Nursery.

### The school choir and musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. In Reception and Key Stage 1 we have a sing up club. At Key Stage 2 we have a school choir which all children have the opportunity to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year.

Children who learn a musical instrument, either at school with our peripatetic teachers, Rocksteady or as an out of school activity are given opportunities to perform to the rest of the school to which parents and family are invited.

### Monitoring and Review

It is the responsibility of the Music Subject Leader to monitor the standard of children's work and the quality of teaching in music. The Music Subject Leader is also responsible for supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The Music Subject Leader is responsible for giving the Leadership Team an annual summary report in which she evaluates the strengths in the subject and indicates areas for further improvement. The Music Subject Leader has specially allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.

Date: Autumn 2017

Review Date: Autumn 2018