



Key Stage 1 and Key Stage 2 Curriculum Policies

MUSIC

1 Aims and objectives

- 1.1 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, so the teaching and learning of Music enable children to better understand the world that 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 to 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.
- 1.2 Our objectives in the teaching of music are:
- to explore how sounds are made and can be organised into musical structures;
 - to show how music is produced by a variety of instruments;
 - to teach how music is composed and written down;
 - to examine the relevance of when, where and why a given piece of music was written;
 - to develop the interrelated skills of composition, performance and appreciation.

2 Teaching and learning style

- 2.1 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. Our singing curriculum takes into account Jewish law regarding older girls singing alone. We offer the same singing opportunities to the boys and girls. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and 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 to make music together, to understand musical notation and to compose pieces.
- 2.2 We recognise that in all classes, children have a wide range of musical ability and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:
- setting tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty (not all children complete all tasks);
 - grouping children by ability in the room and setting different tasks to each ability group;
 - providing resources of different complexity, depending on the ability of the child;
 - using classroom assistants to support the work of individuals or groups of children.

3 Additional music teaching

3.1 We intend to arrange that children will be offered the opportunity to study a musical instrument with peripatetic teachers (LEA, private). 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 one of a variety of instruments, such as the guitar, violin, cello or flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn, on a rotation system, for the duration of the instrumental lesson.

4 Music curriculum planning

4.1 Music is a foundation subject in the National Curriculum. Our school uses the **LCP Music Resource Files** curriculum which refers back to the national QCA schemes of work for music. We have adapted the national scheme so that the topics that the children study in Music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:

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

4.2 We carry out the curriculum planning in Music in three phases (long-term, medium-term and short-term). Our long-term plan maps topics studied in each term during each key stage, taking into account integration opportunities within the Jewish calendar and general Jewish topics of study. The subject leader and Head of Kodesh draw up this curriculum map in conjunction with teaching colleagues in each year group. Sometimes, the children study Music topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum.

4.3 The medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. The subject leader is responsible for keeping and reviewing these plans. As we have some mixed-age classes, we do the medium-term planning on a two-year rotation cycle. In this way, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

4.4 The class teacher writes the daily lesson plans, which list the specific learning objectives and expected outcomes for each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

4.5 We will consider the possibility of employing a specialist Music teacher, if necessary, to teach Music in the future.

4.6 Much of our whole school singing curriculum is centred around whole school celebration of Jewish festivals, whole school/year group productions and participation in Jewish schools choirs activities and events.

5 The Foundation Stage

5.1 We use the document "Curriculum Guidance for the Foundation Stage" (DfEE/QCA) to inform planning in the Nursery and Reception classes.

- 5.2 We teach Music in Reception class as an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (Creative Development) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.
- 5.3 Our Foundation Stage curriculum policy, **Creative Development** as well as our Foundation Stage policy **Care Learning and Play** contain more detailed information regarding Music teaching and learning in our Foundation Stage classes.

6 The contribution of Music to teaching in other curriculum areas

6.1 Literacy

Music contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

6.2 Numeracy

The teaching of Music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music are mathematically based.

6.3 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people and to build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

6.4 Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at our school have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies.

7 Music and ICT

- 7.1 Information and communication technology enhances the teaching of Music, where appropriate, in all key stages. Children use computer programs to compose music. They also use ICT to enhance their research skills, whether through the Internet or on CD-ROMs. They listen to music on the Internet, and they record their own compositions to send to other schools electronically. They might experiment with editing voice

recordings, which involves the use of a digital sound recorder. Children also use ICT to improve the presentation of their work.

8 Music and inclusion

- 8.1 At our school, we teach Music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 8.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.
- 8.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to Music.
- 8.4 We enable pupils to have access to the full range of activities involved in learning Music. Where children are to participate in activities outside the classroom, e.g. in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9 Assessment for learning

- 9.1 Children demonstrate their ability in Music in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.
- 9.2 Towards the end of the year (before writing the summer reports) we make a summary judgement of the attainment of each pupil in relation to the National Curriculum levels of attainment. This is recorded in each child's **National Curriculum Record of Achievement booklet**. We pass these booklets on to the next teacher at the end of each year. When pupils move to new schools (either at the end of Year 6 or earlier) we pass each child's **National Curriculum Record of Achievement booklet** to the receiving schools.
- 9.3 The Music subject leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected level of achievement in Music for each age group in the school.

10. Equal Opportunities (please refer further to our Equal Opportunities / Racial Equality policy)

- 10.1 We believe that every pupil should have the opportunity to achieve the highest possible standards.

- 10.2 We ensure that all children, irrespective of their ethnicity, attainment and ability, age, disability, gender or background, have equality of access to learning.
- 10.3 The curriculum we offer in the school encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.
- 10.4 We recognise that children have different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- 10.5 We ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning.

11 Resources

- 11.1 There are sufficient resources for all Music teaching units in the school. We keep resources for Music in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of topic books and computer software to support children's individual research.

12 The school choir/orchestra and musical events

- 12.1 We believe that music enriches the lives of people and so we wish to involve as many children as possible in musical activities. We have separate boys and girls school choirs, which we encourage all children to join. The choirs meet 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 e.g. at Jewish schools choir events, together in the school play etc.
- 12.2 When we have a sufficient number of children learning a musical instrument, we organise a school orchestra where children can learn to enjoy playing music in an ensemble.

13 Monitoring and review

- 13.1 The coordination and planning of the Music curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in Music and by providing a strategic lead and direction for this subject;
 - gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in Music and indicates areas for further improvement;
 - uses specially allocated regular management time to review evidence of the children's work and to observe Music lessons across the school.
- 13.2 This policy will be reviewed at least every two years.

Signed: Sara J. Harris (Headteacher) (Chair of Governors) Eddy Breuer-Weil

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