



## Music Policy

### INTRODUCTION

This policy is intended to ensure that we provide the statutory learning and teaching expectations of Music as set out in the Leicestershire Music Service and the National Curriculum. Music enables children to express their creativity, learn music theory and appreciate the art form. We enable children to develop a sound knowledge of pulse, voice, rhythm, pitch, music technology and 20<sup>th</sup> Century Music. Children have the chance to not only to learn substantive knowledge but specific skills such as how to appreciate and evaluate the work of themselves and their peers. Music is very important to the school's curriculum as it gives children the opportunity to learn something creative and artistic moreover build confidence through composition and performance.

### AIMS AND OBJECTIVES

Music is an integral part of human communication. It is a vehicle for the sharing of ideas, feelings and emotions at different levels. Music offers the pupils the opportunity to develop a wide range of skills. Some of these are directly related to music and others have a wider impact on general physical and social development. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world in which they live in. It 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. In Music, Belton pupils are given opportunities to be actively involved in listening to, appraising, composing and performing, thereby developing their own enjoyment of the subject. Music at Belton is inclusive and all pupils have an opportunity to express themselves through music, regardless of prior musical experience.

The main aim of Music at Belton is to develop children's sensitivity to, and their understanding of music, through an active involvement in performing and composing, listening and appraising. At Belton Primary School we aim to:

- Promote and support curriculum music for all children as an entitlement through their classroom experiences, following the National Curriculum in full.
- Provide experiences and resources which promote knowledge, skills and understanding in music.
- Provide learning experiences in music which promote confidence and development of the child.
- Promote a music curriculum with relevant differentiated experiences.
- Promote progression and continuity in music through planning and assessment.
- Promote opportunities for children to develop their musical skills further through an extended curriculum.
- Promote the continuing development of expertise and confidence in the delivery of music for relevant members of teaching staff.
- Include the use of ICT into the music curriculum.
- Provide all children will the opportunity to take part in singing activities to develop their musical awareness.

Children will have the opportunity to:

- Listen to and experience live music played by musicians and other children
- Play a variety of instruments and opt to take peripatetic lessons in an instrument
- Work in groups to compose their own music and evaluate their own work. Children will develop their expertise in areas including pitch, rhythm and pulse.
- Experience many different genres of music from many different time periods and cultures.
- Take part in singing activities which allow them to share singing with their peers.
- Be involved in productions and performances to other children/ adults during performances.
- Access music through other curriculum areas to support learning.

## TEACHING AND LEARNING STYLE

At Belton we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. The current music scheme focuses on developing the children's ability to sing in tune and with other people as well as singing solo or as part of a smaller group. 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 aim to teach disciplined skills of recognising rhythm, pulse and pitch alongside how to work with others to make music and how individuals combine together to make sounds. Each class is taught music on a weekly basis by the class teacher following the scheme of work.

Children across the school take part in singing during assembly. The principle musical skills identified in the National Curriculum are developed through singing. Songs linked to the curriculum, different cultures and songs that use different singing techniques are included in assemblies. Children across the school have the opportunity to develop music skills further in whole class productions which happen on a yearly basis, by extended learning opportunities and in class size situations for class assemblies and for seasonal linked activities (monthly assemblies, Christmas, Easter and end of year.)

Children in Year 3/4 have access to Whole Class Ensemble Teaching (WCET) of the Ukulele. Provided by the Leicestershire Music service. During these sessions' children will be able to develop basic ukulele playing skills and an understanding of notation.

Belton also allows for children to be educated privately in piano where an outside educator comes in and leads solo and small group sessions. These can be accessed from any age.

## CURRICULUM PLANNING IN RELIGIOUS EDUCATION

Music is taught as a discrete subject but also across the curriculum. Areas of learning such as in phonics, times tables in maths and movement in dance can all incorporate different elements of music. Performances such as Christmas plays and nativities and end of year shows demonstrate that music is important to the life of the school. Extracurricular activities such as peripatetic music lessons also provide children with experience of making music.

## EYFS

Through the Early Years Foundation Stage, the prerequisite skills for music are obtained. The children are encouraged to sing songs, make music, dance and experiment with ways of changing them. The genres of music focused on throughout the EYFS will be Country Music, Big Band and Michael Jackson. In years one to six, this solid foundation is quickly built upon through fun and engaging structured weekly lessons supported by the Leicestershire Schools Music Service.

## KEY STAGE 1 AND 2

The music curriculum is taught to our mixed age classes from year one through to year six in a rolling two-year program with the units as follows.

### Year 1/2 Cycle A

Autumn term Unit 1 Pulse

Spring term Unit 3 Rhythm

Summer term Unit 5 Technology, Structure and Form

### Year 1/2 Cycle B

Autumn term Unit 2 Voice

Spring term Unit 4 Pitch

Summer term Unit 6 20th Century Music

Genres: Folk music, Experimental, disco and film music

### Year 3/4 Cycle A

Autumn term Unit 1 Pulse

Spring term Unit 3 Rhythm

Summer term Unit 5 Technology, Structure and Form

### Year 3/4 Cycle B

Autumn term Unit 2 Voice

Spring term Unit 4 Pitch

Summer term Unit 6 20th Century Music

Genres: House, Rock and Roll / Blues, Reggae, Musicals, minimalism (Steve Reich/Kraftwerk), rap (JayZ, Beyonce).

### Year 5/6 Cycle A

Autumn term Unit 1 Pulse

Spring term Unit 3 Rhythm

Summer term Unit 5 Technology, Structure and Form

### Year 5/6 Cycle B

Autumn term Unit 2 Voice

Spring term Unit 4 Pitch

Summer term Unit 6 20th Century Music

Genres: Jazz, expressionism, film music (Jurassic Park), Hip Hop, minimalism (Philip Glass), war time music.

## EQUAL OPPORTUNITIES AND INCLUSION

### OUR INCLUSIVE APPROACH

It is recognised that children have different musical abilities. Individual teachers will decide on a style appropriate to the effective delivery of the music curriculum for their class. Work in music is to be differentiated suitably when working as a class and completing whole class activities. Work may be differentiated in ways including:

- Support from classrooms assistants and the teacher
- Open ended activities allowing children to complete tasks to their own ability
- Mixed ability group work.
- Setting tasks of increasing difficulty (not all children to complete task)
- Suitable resources of different complexity depending on the ability of the child.

Every child at Belton Primary will have a full and complete access to the music curriculum and to all lessons with the subject. All children's backgrounds and religions will be catered for where necessary and provision made for children with special educational needs. It is considered that music is to be accessible to all, including those with SEN, where music and singing can develop their speaking and listening and, in addition, contribute to their social and behavioural development. A variety of styles will be evident and teachers will provide learning opportunities matched to the needs of children with learning disabilities considering targets set for individual children.

### TEACHING MUSIC TO THE MORE ABLE

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects. More Able pupils can be easily stimulated by music through critical analysis, interpretation and evaluation of their work. Higher order thinking skills fit easily alongside the music curriculum.

### ASSESSMENT AND RECORDING

Class teachers are responsible for the standard of children's work. Children will be assessed and monitored throughout the year by the class teacher. Assessment of groups of children will occur on a regular basis against our progression maps which are in line with the National Curriculum and also follow closely with the Learning Objectives of the scheme of work taught. In the Foundation Stage, children have the opportunity to develop music skills through other areas of the curriculum and the EYFS. Music progress in the foundation stage is recorded in teacher assessment and observations.

A bank of recorded evidence is to be built up showing end of unit performances by which assessment can be completed on a termly/half termly basis.

Class teachers will report on each individual's progress in music in the end of year report. Peripatetic music teachers can also report on the progress of their pupils which may be included in their end of year report.

### MONITORING AND REVIEW

The subject music leader for music is responsible for the quality of music teaching throughout the school and is responsible for providing up-to-date information to staff regarding the subject, offer support to colleagues in the teaching of music and provide direction for the subject across the school. They are also responsible for monitoring external individuals who teach children on a yearly basis. Any concerns regarding the provision of peripatetic tuition should be forwarded to the head.