

Grangetown Music Policy



1. 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 personal development. It also develops creativity and self-discipline. 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. 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.

Music and the performing arts are an important part of our provision at Grangetown. We employ a specialist music and performing arts teacher, and a peripatetic music teacher. We hold termly concerts, providing all of our musicians with the chance to perform for an audience. We also hold twice-yearly productions, combining music, drama and singing. In addition, our musicians and our choir perform in the local community

2. Aims

The aims of music teaching are to enable children to:

- know how music is made through experiencing a variety of instruments
- develop listening skills in order to appreciate music and its context
- 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.

3. Teaching and learning

At Grangetown Primary School we make music an enjoyable, exciting and engaging 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 also teach children how to work with others to make music and to compose and perform.

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. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses
- sometimes grouping children by ability in the room and setting different tasks to each ability group
- setting tasks of increasing difficulty (not all children complete all tasks)
- using Teaching Assistants to support the work of individuals or groups of children
- providing resources of different complexity depending on the ability of the child.

4. Additional music teaching

Children in years 3-6 are offered the opportunity to study a musical instrument with peripatetic teachers. We currently offer violin, cello and keyboard lessons. This is in addition to the normal music teaching of the school, and takes place during the classroom timetable.

5. Music curriculum planning

We have developed an in-depth curriculum overview, showing the skills and knowledge to be taught in each year group – appended to this Policy. Our experienced music teacher works with class teachers to devise half-termly units of work which ensure that singing and music are woven into our topics (though some aspects of music and singing are also taught discretely).

6. Early Years Foundation Stage

In Foundation Stage, music is explored and taught in many ways throughout the day (during directed time and throughout continuous provision). Music contributes to developing all 6 areas of learning. For example counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Children will learn how sounds can be changed; sing simple songs from memory; recognise repeated sounds and sound patterns; and match movement to music. Children also have the opportunity to compose using a variety of musical instruments.

7. Assessment

Informal, continuous assessment is part of the normal teaching process to help to ensure continuity and progression. Our music teacher makes continuous assessments, which contribute to ongoing planning and are linked to the curriculum overview sections. They ensure that classroom teachers are kept well informed of the children's progress.

8. The contribution of music to teaching in other curriculum areas

8.1 English

Music contributes significantly to the teaching of English 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.

8.2 Mathematics

Music contributes to the teaching of mathematics in that 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 is mathematically based.

8.3 Computing and Information & Communication Technology (CITC)

CICT is used in music where appropriate. For example, children use iPad apps to compose and record music. They use CICT in music to enhance their research skills. They also listen to music via the internet.

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

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and 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.

8.5 Spiritual, moral, social and cultural development

Listening, creating or performing 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.

9. Monitoring & Evaluation

Planning is collected on a half-termly basis, and is evaluated by our SLT and by our Music Coordinator. Class teachers meet on a half termly basis with our music teacher, so that the quality of provision can be evaluated and so that forward planning can be discussed. The Headteacher drops into music lessons on a regular basis. When music is 'in focus' (rolling programme), the HT & other senior staff carry out lesson observations, sample teacher planning, and have discussions with children and teachers, so that we can evaluate the quality of teaching and learning.

January 2021

To be reviewed: January 2022