



Music Policy

Never less than our best

INTENT:

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. 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.

The objectives of teaching music in our school are to enable children to:

- develop aesthetic sensitivity and creative ability in all pupils.
- foster pupils' sensitivity to, and their understanding and enjoyment of, music through an active involvement in listening, composing and performing.
- provide for the expression and development of individual skills and for sharing experience and cooperating with others; singing, playing, composing and listening can give individual and collective satisfaction.
- develop an awareness of musical traditions and developments in a variety of cultures and societies.
- develop the capacity to express ideas, thoughts and feelings through music
- provide the opportunity to experience a feeling of fulfilment which derives from striving for the highest possible artistic and technical standard.

IMPLEMENTATION:

Teaching and learning style

At Merton Bank Primary School 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 and we regularly sing together in class or in shared assemblies and music activities. Through singing songs, children learn about the structure and organisation of music. Singing together is a rich, uplifting and enjoyable experience and helps to develop cohesion across our school community. We teach children to listen to and appreciate different forms of music. Through our Musician of the Month, children experience music from a wide range of genres and cultural influences. 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. We use a range of percussion instruments in whole class teaching and also have a full class set of recorders and glockenspiels for use in class lessons.

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 also offer mixed aged lunchtime and after school music clubs across all key stages.

Additional music teaching

As part of the Wider Opportunities initiative, children in Year 4 have weekly class instrumental music lessons from a St Helens Music Service teacher. We also host peripatetic music lessons in guitar and ukulele from the private tuition company Class Sounds. Children take part in WOW workshop[s] throughout the year led by music specialists and also composition workshops led by music students from a local sixth-form college.

Music curriculum planning

Our school uses the Charanga Music School Model Music Curriculum scheme of work as the basis for its music curriculum planning. This new Charanga scheme covers all the statutory requirements of the National Curriculum for music but also reflects the non-statutory Model Music Curriculum launched by the government in March 2021. 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. In addition to this rich content, teachers structure some of their music activities around our Musician of the Month (MrACDpresents) and adapt any published materials used, to meet the needs of their pupils. We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum and embedded into daily routines where possible.

Our music planning is geared to three aspects of progress:

- 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.

The Early Years Foundation Stage

We teach music in the foundation classes as an integral part of the seasonal themes, core experiences, focus stories and rhymes covered during the year. We also use Charanga Music School in the Early Years Foundation Stage as the activities are designed to provide children with the developing musical skills they will need for music learning in subsequent year groups. We follow the Early Years Foundation Stage Framework and relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) 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, nursery rhymes develop children's language skills and songs from different cultures increase a child's knowledge and understanding of the world.

The contribution of music to teaching in other curriculum areas

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. 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.

Mathematics

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 is mathematically based.

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.

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 Merton Bank Primary 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.

Music and ICT

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children use the software provided online by Charanga to compose music. They also use ICT to enhance their research skills, record and appraise their music rehearsals and performance and learn how music is shared appropriately via social media.

Music and inclusion

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 and nurture a love for learning. Through our music teaching we provide learning opportunities that enable all pupils to make good progress. We strive 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 Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

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 ensure that our teaching is matched to the child's needs.

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, for example in live music performance at another venue, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment for learning

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. They also use recording equipment to capture live music performances for the children to use as self-assessment. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how to improve their own and others' work. We assess music in accordance with the school's assessment policy. In addition, each child has their own music portfolio and each class has a music Lead Learner who regularly discusses music learning with peers and records notes in their diary.

Resources

Music resources are kept in a central store where there is a selection of boxes containing equipment for a variety of pitched and unpitched work. There is also a whole class set of glockenspiels, recorders, boom-whackers and a piano. Music lessons are normally undertaken within the classroom, however the conference room, library area, hall spaces and forest area are also available for large group music activities and events led by outside music groups.

Teachers are all supplied with a username and password to the Charanga scheme of work and we also use the Musician of the Month resources available on www.mracdpresent.com

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. Every year, all children are given the opportunity to participate in seasonal music events such as Christmas productions, Class assemblies and end of year shows. We also take children in KS1 and KS2 to at least one live music event each year (Liverpool Philharmonic Hall, Clonter Opera etc) and children in EYFS and Key Stage 1 take part in the annual St Helens Song Fest. This year, we aim to restart the school choir and hope to take part in Young Voices and sing in community events.

IMPACT:

Assessment should be used informatively to plan appropriate future activities and in doing so ensure continuity and progress of all pupils which will enable us to ensure every child meets their potential. Knowledge Organisers and mini quizzes are used to ensure children gain the necessary core knowledge to build on in their music learning journey. Vocabulary or areas of the curriculum that need revisiting or over learning are displayed in classrooms and referred to regularly in order to address misconceptions and deepen understanding. The whole school music board in the hall outlines the progress children are expected to make on their music journey and also celebrates our Musician of the Month. Recordings are used to inform assessment and provide evidence at the end of a unit. This is undertaken using ipads and then saved in class portfolios on the Staff Shared drive. Informal assessment and recordings can then be used to help reporting at the end of each term when the Subject Leader Summative Report is written.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the subject leader. The work of the subject leader also involves supporting non-music specialist colleagues in their teaching and continual professional development (CPD), being informed about current developments in Music, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan and policy and shares information with Senior Leaders and Governors as appropriate.

Each child has their own Music book where written work, photographs or other evidence of their personal learning journey in music is recorded. Feedback is usually verbal from teachers, teaching assistants or peers but can also be written when correcting grammar or spelling or supporting children to develop their writing into sentences correctly. Each class has a Music Lead Learner Book in which the class Lead Learner records weekly activities and reflections on their class music learning and experiences. Each week, the Lead Learner interviews peers to find out about their experiences in music learning and how they have used their developing knowledge and skills beyond the music lessons and activities. Knowledge Organisers and *mini-quizzes* for each unit and for the focus Composers and Musicians are used to ensure children focus on the knowledge building blocks they require for future learning in music and the wider curriculum.

Learning outcomes are tracked on the whole school Assessment Tool against specific assessment statements. This tracking and assessment is monitored by class teachers and the Music Subject Leader to ensure coverage and monitor each child's progress over the academic year.

Written by: Katie Clay (Subject Leader)

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Nurturing a Love For Learning