

Crofton Junior School



Music Policy

March 2021

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 young 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 children to listen 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.

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

National Curriculum Music (2014)

Aims

The aims of music teaching in our school are 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;
- enjoy and appreciate a wide variety of musical styles;
- make and quantify judgements about the quality of music.

Objectives

- to promote all the children's achievements in music within the school and the wider community;
- to provide all children with the opportunity to express themselves creatively and to develop their musical skills through an understanding of pitch, rhythm, dynamics, duration, timbre, texture and structure, using both instruments and voices;
- to develop performing, composing and appraising skills by applying listening skills and knowledge and understanding of music;
- to become increasingly aware of how music is produced, for example, through the use of instruments and musical processes including relevant symbols and notation; and
- to help children develop an awareness of musical traditions and developments from a variety of cultures.

Teaching and learning

At Crofton Junior 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. Our teaching focuses on developing:

- an ability to sing in tune and with other people;
- the skills of recognising pulse and pitch;
- an ability to play instruments with control and sensitivity;
- working with others to make music, recognising how individuals combine together to make sounds; and
- knowledge of musical notation and how to compose music.

We recognise that in all classes children have a wide range of musical abilities, 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 common tasks, which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- varying tasks according to ability levels;
- providing resources of different complexities; and
- using teaching assistants to support the work of individuals or groups of children when necessary.

Music curriculum planning

Music throughout the school is mainly taught through Charanga Musical School scheme which supports the expectations outlined in the National Curriculum. This ensures a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit. Units of work are planned with the progression of skills in mind; therefore, music skills build throughout the key stage. The children not only learn about music; they become musicians who are able to share and perform using their new skills.

Some children, usually one class per academic year take part in a Wider Opportunities - 'First Access' programmes. The programmes are taught by fully qualified Wakefield Music Service staff and involve a whole class learning the same instrument for an hourly lesson a week for a full year. Instruments taught include violin, lower strings, guitar, ukulele, brass, recorder, flute, classroom percussion, samba and African drumming. These fun lessons also include singing, musical games and rhythm work and help to develop the young person as a whole. Classes perform in assembly and/or concerts. Currently, Year 5 pupils are taught to play the guitar as part of this programme.

Children may also be given the opportunity to learn music through combining computing skills with music theory and composition in an exciting and hands-on fashion using iPads with external agencies such as Junior Jam.

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by Wakefield Music Services. Parents who wish their children to participate in the scheme must purchase or hire an instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to individual or small groups of children who have chosen to learn one of a variety of instruments such as the guitar, violin, cello or drums. 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. Children who have peripatetic lessons are encouraged to attend a Saturday morning class at Wakefield Music Centre to develop and apply their skills further. School does subsidise or pay the full cost of peripatetic lessons for some children as a result of individual circumstances.

Equal Opportunities

The teaching of Music takes consideration of the equal opportunities policy and inclusion policy. All children, irrespective of race, gender or ability, have access to the curriculum and are expected to work and achieve to the best of their individual ability. Modifications are in place, which cater to the individual needs of all children, including opportunities for greater depth learning. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

The school choir and other 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. We promote and encourage whole school singing in weekly singing assemblies to learn a variety of hymns and songs. We have a school choir that 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 such as school concerts and Young Voices concert at Sheffield Arena.

All children learning a musical instrument with peripatetic instruments, as well as the choir and other groups enjoy performing in an end-of-year concert in the Summer term for parents to demonstrate their progress through the year.

We organise whole-school singing and performance events such as 'Singing Showcases' which give classes an opportunity to perform to the rest of the school and demonstrate their skills at the end of a unit of work.

Assessment

Teachers' formative assessment takes place on a regular basis throughout each unit of work. This informs planning to ensure that the needs of all learners are met and that appropriate challenge is provided. Units of work and performances can be recorded as evidence and photographs taken.

Resources

A variety of musical resources and instruments (tuned and untuned) are stored in the Music Room. Teachers are responsible for collecting and returning equipment to the resources room.

The Role of the Subject Leader

The role of the subject leader is to:

- lead the development of Music & Performance in the school;
- provide guidance to individual members of staff;
- keep up to date with local and national developments in Music and disseminate relevant information;
- review and monitor the success and progress of the planned units of work; and
- be responsible for the organisation and maintenance of music resources.

Policy review

This policy will be reviewed every two years in line with the school's policy review programme.

Signed: Mrs Beth Vickers

Date: March 2021

Date for review: March 2021