

Ellington Primary School



Music Policy Statement

Introduction

Music at Ellington Primary School is about a unique way of communicating that can inspire and motivate pupils. It is a vehicle for personal expression, and it can play an important part in the personal development of pupils. Music reflects the culture and society we live in, and so the teaching and learning of music enables pupils to better understand the world in which they live. 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 pupils feel part of a community. We provide opportunities for all pupils 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 National Curriculum states, '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.'

Aims of History at Ellington Primary School

At Ellington Primary School we hope to:

- stimulate and inspire children to have a love of music

Objectives

To provide a wide range of experiences and tasks appropriate to the needs of the children, to:

- know and understand how sounds are made and then organised into musical structures
- know how music is composed and written down
- know how music is made through a variety of instruments
- 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

Subject Content

Our music content is based on the National Curriculum. See Curriculum Overview (Appendix 1) and the content is mapped out on our Progression of Skills document for EYFS (Appendix 2) and Progression of Skills document for KS1 and KS2 (Appendix 3). Music is taught by class teaching, by specialist music teachers and also by special music peripatetics provided by the Music SLA from Northumberland County Council. This includes whole class instrumental tuition in Year 4 and mini band teaching in Year 5 and 6.

Special Educational Needs and Higher Attainers

- Teaching needs to meet the needs of all children
- Children with special educational needs need to have differentiated activities which allow them to access the curriculum fully and make progress
- Planning should clearly indicate the objectives these children are working on
- Planning should be sufficiently differentiated to cover their needs
- Practical resources will be available to all children

Early Years Foundation Stage

Foundation Stage pupils are taught music as an integral part of the Expressive Arts and Design work covered during the year. We relate the music side 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 makes a significant contribution to the ELG objectives of developing a child's understanding of Expressive Art and Design through music-making, singing and dancing which aids the general development and well-being of our very young. Regular musical activity both child-led and adult-led can help support children's acquisition of language and communication skills. Musical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

Planning

Music is taught through a topic approach alongside Design & Technology, Geography and Art. Our creative curriculum is carefully planned to engage and excite all our learners, in order to provide the school with a high quality curriculum, it is the driving force for our planning. Our Curriculum Overview (Appendix 1) for each year group links to skills and themes covered which is highlighted in our Progression of Skills documents (Appendix 2 and 3).

Teaching and Organisation

Music is approached through a variety of teaching and learning styles. Our principal aim is to develop the children's knowledge, skills and understanding and we believe in whole-class teaching methods. We believe children learn best when:

- They have access to an enjoyable learning experience
- They have access to a variety of musical experiences
- They undertake regular singing lessons which develops their ability to sing in tune and with others
- They can express their own thoughts and emotions on a range of musical experiences
- They can work independently and collaboratively

We recognise the fact that we have children of differing ability in all our classes, and 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 through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Teaching Assistants

Time should be set aside prior to the lesson to discuss with the teaching assistant the learning objectives, the activities and their role in the children's learning. Teaching Assistants may be used to support the learning of children throughout the whole of the music session. During the lesson they may: support a child/ group to ensure good understanding of objective being taught. Teaching Assistants need time at the end of the session to discuss the work of the child/children they may have supported with the teacher.

Classrooms and Display

To reinforce, support and celebrate the children's learning all classrooms may have a music based display. Displays, wherever possible, should demonstrate cross-curricular links to reinforce learning in all curriculum areas.

Health and Safety

Induction booklets will be given to visitors that come to school to work with the children e.g. visiting music peripatetic.

Assessment

Formative assessment will be collected throughout each term. Grades of WTS (working towards), EXS (expected), GDS (greater depth) will be given. Pupils in EYFS are monitored throughout the year using the Early Years Foundation Curriculum and against the ELG at the end of the year using the EYFS Profile.

Marking and Feedback

Good feedback should:

- Praise the child
- Celebrate success of children through rewards and celebration assemblies
- Explain what the child has done well and what they have achieved/learned
- Extend the learning that has already taken place through questioning
- Clarify any misconceptions
- Be a dialogue between the teacher and the child
- Provide an opportunity to assess a child's progress and inform assessment and planning

Role of Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in Music through:

- Monitoring and evaluating pupil progress
- Analysing data
- Ensuring breadth and balance of the curriculum is achieved
- Taking the lead in policy development
- Supporting colleagues in their continued professional development (CPD)
- Purchasing and organising resources
- Reporting to governors and senior leadership team
- Providing guidance, support and training for parents and carers
- Keeping up to date with recent curriculum developments

Music Policy

Revised:

April 2020

Date of next review: Sept 2022