



Music Policy

2018

Hawthorn Tree School Music Policy

Aims and Objectives

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 people. Music reflects the culture and society we live in, and so the teaching and learning of music supports the children in understanding the world in which we live. Besides being a creative and enjoyable activity, music can 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 aims of music teaching 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, appreciating, and listening to music.

Teaching and learning styles

At Hawthorn Tree School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through the AC Black Music Express scheme of work in combination with the 'Interact' interactive programme to inspire ICT through music for EYFS and KS1 throughout the school. These schemes of work are then run alongside the Lincolnshire Music Services programmes of Samba and Brass & more for KS2. The aim of teaching music in our school is to build up the confidence of every child and allow them to express themselves creatively.

Singing lies at the heart of good music teaching and this is valued across Key Stages 1 and 2. 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 appreciate different forms of music. As children get older we expect them to maintain their concentration for longer and listen to more extended pieces of music, in turn this supports them in develop independence in creating their own 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, these are often taught consecutively. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music. The teaching also involves the aspect of improving their own performance through problem solving.

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.
- Setting tasks of which are suited to the child's ability so that they feel positive and enthusiastic about music.
- Providing resources of different complexity depending on the ability of the child.

Additional music teaching

The provision for peripatetic music lessons is reviewed annually. Lessons offered to the children in the past and currently have included Guitars, Woodwind and Strings. Since 2010-2011 the school has also bought into the Samba & wider opportunities package offered to schools through the Lincs County Music service. Currently KS2 have had weekly sessions of Samba and Brass & more and as from September 2015 we trialled the Infant Music Programme (IMP), with the Lincs Music Service, in EYFS and KS1 to build even stranger musical foundations for the children in preparation for KS2. However, as from September 2016 Music will be taught in EYFS and KS1 exclusively through using the 'Interact' interactive music programme. TA's covering Music during PPA were trained by GM during the Summer Term 2016 to ensure consistency in teaching outstanding music in our school.

Music curriculum planning

In light of current curriculum changes our music is taught in EYFS & KS1 using the Music 'Interact' scheme of work which is all taught through ICT and then embedded using practical sessions and makes strong cross-curricular links to ensure that music is built into other subject areas and is not taught in isolation. The AC Black Music Express books are still used for teaching KS2. These programmes are utilised when the children are not involved in sessions with the Lincs Music Service team. During 2016-2017 GM rolled out training for TA's to implement the teaching of the 'Interact' interactive music programme for lower KS2 (Y3/4) and continue with the Lincs Music service for upper KS2 to maintain outstanding standards in music across our school.

There are opportunities for children of all abilities to develop their knowledge and skills in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. We carry out the curriculum planning for music in three phases (long-term, medium-term and short-term). The long-term plan maps the Music Express and 'Interact' units studied in each term in every class.

The medium-term plans, which we have adopted from the AC Black Music Express and 'Interact' schemes of work provide an outline of each unit for each term. The music subject leader is responsible for keeping and reviewing these plans.

The weekly lesson plans are taken from the AC Black Music Express and 'Interact' and are adapted to suit individual children's needs. Both planning formats include the specific learning objectives and key skills to be assessed during that unit. The class teacher is responsible for keeping these individual plans.

The contribution of music to teaching in other curriculum areas

English

Music contributes to the teaching of English in our school by actively promoting the communication 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.

Mathematics

Music contributes to the application of number 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.

Information and communication technology (ICT)

The school is developing the use of ICT in the music curriculum through recording performances using the IPAD's. These recordings are then downloaded by the Music co-ordinator and kept in the Subject Leader electronic file.

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 up self confidence and self-esteem. Participation in successful public musical performances is sometimes some of the most memorable things young people do at school.

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 Hawthorn Tree 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. Our assembly structure and themes assist in the enrichment of the music curriculum.

Teaching music to children with special needs

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of the children with learning difficulties, and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Assessment and Recording

Teachers/TA's and the Lincs Music Service Team assess children in music by making informal judgements as they observe them during lessons. Each child has a Music skills booklet which uses a combination of the 'O-Track' statements and Minimum Expected Standards for each year group to assess against. The teachers and TA's must complete each child's Music Skills booklet each term. These assessments then inform the end of year 'O-Track' criteria to judge whether a child is emerging, expected or exceeding against their year group criteria. This provides the subject leader with a clear picture of the children's strengths and weaknesses across the year groups and enables progress to be tracked year on year. It enables the subject leader to then address any issues which arise as a result of the completed assessments.

The music subject leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected level of achievement in music for each age group in the school.

Resources

There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store accessible to all staff.

The school choir/orchestra 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. We have a school choir which we encourage all children to join. The choir 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, for example at the local nursing homes in Boston at Christmas Time.

Other instrumental groups take place throughout the year

During 2016 we created a whole school singing CD and GM leads KS1 and KS2 singing assemblies for 2 terms a year to encourage children to sing contemporary music linked to their interests.

Disadvantaged Pupil Music Groups

During 2016-2017 GM ran a guitar group with a selection of our disadvantaged pupils. Each pupil was provided with their own guitar and 'Learn to play Guitar' 'Interact' CD. As the first group become competent more disadvantaged pupils will be invited to the session and the first group can support and teach the second group. GM worked closely with Jeana Hopkins (creator of Interact) to implement the Guitar group as effectively as possible.

Monitoring and review

The music subject leader is responsible for the standard of children's work and the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates area for further improvement. The music subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.

Signed: _____

G. Myers

To be updated: January 2020