

Christ Church CE Primary School

Music Policy

March 2019



Christ Church
C of E Primary School
Regents Park
NW1 4BD

Mission Statement

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims - Every Child Matters

The Ethos of the School

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

The Values of the School

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

The Standards of the School

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

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Music Policy

Date of policy: March 2019

Review date: March 2020

Introduction

This document is a statement of the aims, principles and teaching strategies for the teaching and learning of music at Christ Church Primary School.

Our purpose in writing a policy for music is:

- to raise the standard of music throughout the school
- to enable us to have a unified and consistent approach to the teaching of music throughout the school
- to help teachers in planning and organising activities for the children, appropriate to their stage of development, throughout the school
- to have a joint statement and explanation of our policy available for parents, governors and teachers

Aims and objectives

Music is a unique form of communication 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 enables children to better understand the world that 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 to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music. We develop the skills children need to appreciate a wide variety of musical forms.

Our objectives in the teaching of music are:

- to develop pupils' understanding and enjoyment of music through the act of listening to, appraising and participating in a variety of musical genres
- to explore how sounds are made
- to help improve confidence
- to show how music is produced by a variety of instruments

- to examine the relevance of when, where and why a given piece of music was written and for what purpose
- to develop singing skills in order that pupils develop an awareness of pitch, audience, venue and occasion
- to develop the interrelated skills of composition, performance and appreciation.

Teaching and learning style

At Christ Church 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 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 to and 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 often teach these skills together.

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 achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- using classroom assistants to support the work of individuals or groups of children
- providing specialist support where individual children have particular gifts or talents

The musical elements are fundamental to the teaching of music in school. The relevant terminology should be used by teachers and pupils when discussing and appraising music. The Musical Elements are as follows:

- Pitch - How high and low a sound is. Can be used to describe variations in music, or to discuss the sound of a particular instrument
- Pulse - The basic unit of time in music
- Rhythm - Can be a mixture of short or long notes. It usually follows the melody
- Duration - Used in conjunction with rhythm. Describes length of notes
- Dynamics - The different volume levels that can occur in a piece of music

- Tempo - Different speeds, i.e. lively, calm, slow, fast etc
- Timbre - The quality of the sound or piece of music. Might be used to describe the mood of a piece
- Texture - The way in which different sounds overlay each other
- Structure - Sounds organised in different formats

Pupils in each year group will listen to the compositions listed in the relevant scheme of work. When engaging in the listening process, they should be encouraged to:

- Identify sounds made by individual instruments
- Identify the musical elements that are being used
- Identify what mood or feeling is being communicated by the instrumental and music element choice
- Use the musical elements as a basis for discussion concerning compositions heard, thus developing a range of musical vocabulary

Children will be introduced to the basic concepts of musical notation, learn to sing using their voices effectively, create and compose music alone and with others and will be given the opportunity to use music technology appropriately.

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Camden Music Service. Parents and carers who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children or individuals. At Christ Church School we offer pupils the chance to learn piano, recorder and guitar. This is in addition to weekly curriculum lessons.

Christ Church also runs the 'wider opportunities scheme' with year 4. Each child takes part in recorder lessons once a week for the year. The pupil is allowed to take the recorder home to practice. We also run a weekly Advanced Recorder Ensemble, for talented graduates of the wider opportunities scheme from years 5 & 6.

At Christ Church we have a whole school weekly hymn practice. It offers our pupils the chance to sing together and learn religious and spiritual songs, and songs from other cultures.

At Christ Church we have two school choirs. The Junior choir is made up of year 3 and 4. The Senior choir is pupils from year 5 and year 6. The choirs meet on a weekly basis and, although their primary aim is to enable children to enjoy singing together,

the choirs also perform in public on a number of occasions throughout the year, e.g. carol concerts, busking at Euston station, Camden Market, Regents Park Barracks, Melia White House Hotel and local festivals including a visit every other year to The Royal Albert Hall with Camden music service.

Music curriculum planning

Music is a foundation subject in the National Curriculum. Our school uses a scheme of work based on the National Curriculum as the basis for its curriculum planning. Children are increasingly challenged as they move through the school. This progression has three aspects:

- 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.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps are the music topics studied in each term during the key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. Sometimes, the children study music topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. The subject leader is responsible for keeping and reviewing these plans. In this way, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

The subject leader writes the daily lesson plans, which list the specific learning objectives and expected outcomes for each lesson. The subject leader is responsible for keeping these individual plans.

The Foundation Stage

We teach music in Reception class as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we 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, and songs from different cultures increase a child's knowledge and understanding of the world.

In Nursery the subjects covered and the songs sung are similar to Reception. All music lessons and skills taught in Foundation Stage support the objectives from Phase 1 and 2 Letters and Sounds (Phonics) and also, through handling musical instruments, help develop basic motor skills.

Links with other policies

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. 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 are mathematically based. Counting the pulse in songs and introducing basic musical theory to explain rhythm are central to the teaching method, all of which re-enforces mathematical understanding.

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. PSHE funding has enabled us to host workshops and buy resources from Fishy Music, a company that supports emotional, social and spiritual health and wellbeing in children through songs.

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.

Music also gives pupils the opportunity for expressive art and design and teaches them how to move rhythmically to music.

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. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Children who have been identified as gifted and talented in music will be put on the gifted and talented register. These pupils will be encouraged to join the choir and/or advanced recorder group, perform in assemblies and recitals, and take part in extra curricular activities.

We enable pupils to have access to the full range of activities involved in learning music. When children are to participate in activities outside the classroom, e.g. in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Our music teacher carries out Music Therapy with identified pupils. This can support them with listening skills, understanding emotions and turn taking.

Assessment for learning

Children demonstrate their ability in music in a variety of different ways. Our music specialist will assess children's work in music by making informal judgements as they observe them during lessons.

- During class activities the classroom teacher can observe the pupil to see they are doing well and who needs help.
- At the end of the year the classroom teacher will make a comment on pupils' reports about their progress and ability.
- Children have a variety of formal and informal performance opportunities throughout the school year, including internal and external concerts, assemblies and more, which serve as another opportunity for informal assessment.

Resources

There are sufficient resources for teaching all music units in the school. We keep resources for music in the music room, which include; an upright piano, xylophones, chime bars, electronic keyboards, guitars, a set of ukulele's, djembe drums, there is also a trolley that is well stocked with a variety of percussion instruments from many different countries. We have a full set of Music Express books and CDs from which we can find additional ideas for planning. In addition the school has a set of books and CDs produced by the Manchester Singing School, CDs and resources from Fischy Music and many music packs from the Camden Music Service. We have a set of CDs for hymn practice.

Monitoring and review

The Head teacher, Deputy Head teacher and the Music Coordinator will monitor the effectiveness of the policy.

This policy will be reviewed at least every two years.