



## *Fierté Multi Academy Trust*

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Building Learning Power. Through these, we aim to put **children's rights** at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

### **GLASCOTE ACADEMY**

#### **2016-2017 Music Policy**

***Dyslexia:** Glascote Academy recognises the unique contribution of every individual in the school community. It is an inclusive school in which adults and pupils of all abilities and from all cultures and backgrounds are valued. Pupils' wider achievement is encouraged and celebrated and the good progress of all our pupils is of paramount importance as is the safeguarding and wellbeing of all pupils.*

#### **1 Aims and Objectives**

**1.1** Music is a unique and universal way of communicating that can inspire and motivate children through the highest forms of creativity. 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 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. We also provide opportunities in Year 2 and Year 6 for children to undertake Music Board accredited exams as a class with the appropriate accreditation from the exam. In 2015 Y2 and Y6 received 'Distinction.'

**1.2** The objectives of teaching Music 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 including notation.

## **2 Teaching and Learning Style**

**2.1** At Glascote Academy 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. 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 together. We also teach children to make Music together, to understand Musical notation, and to compose pieces with qualified music teachers. The pupils also undertake English Music Board Association exams as a year group with a recognised certificate for music. In addition pupils perform concerts each term to parents and the wider community.

**2.2** 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 (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children

## **3 Music Curriculum Planning**

**3.1** Our school uses the national scheme of work for Music as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the children study in Music build upon prior learning. 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. The LCP Music files and Sing up are used to support members of staff who are not specialist Music teachers.

**3.2** We carry out the curriculum planning in Music in three phases (long-term, medium-term and short-term). The long-term plan maps 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.

**3.3** 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.

- 3.4** The class teacher writes the weekly lesson plans, which list the specific learning objectives for each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

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.

## **4 The Foundation Stage**

- 4.1** We teach Music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, 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.

## **5 The Contribution of Music to Teaching in Other Curriculum Areas**

### **5.1 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.

### **5.2 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.

### **5.3 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.

### **5.4 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 Glascote Academy 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.

## **6.0 Music and ICT**

**6.1** Information and communication technology enhances the teaching of Music, where appropriate, in all key stages. Children use computer programs to compose Music. They also use ICT to enhance their research skills, whether through the Internet or on CD-ROMs. They listen to music on the Internet. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use ICT to improve the presentation of their work. We also use keyboards linked to computers for editing.

## **7 Music and Inclusion**

**7.1** 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 disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this

**7.2** 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, and 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.

**7.3** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to Music.

**7.4** 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 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.

## **8 Assessment for Learning**

**8.1** 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. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the QCA outcomes. We use this as the basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

**8.2** Each class teacher should keep evidence of children work i.e. recorded pieces etc.

## **9 Resources**

**9.1** There are sufficient resources for all Music teaching units in the school. We keep resources for Music in a central store.

## **10 Musical Events**

**10.1** We believe that Music enriches the lives of people, and so we wish to involve as many children as possible in Musical activities. A School Choir is formed for specific events throughout the year and we encourage all children to join this, although in some cases auditions may be undertaken if more complex songs are to be taught. Recorder is taught to groups from Key Stage 1 and 2.

**10.2** When we have a small number of children learning Musical instruments, and these are asked to perform in assemblies.

## **11 Monitoring and Review**

**11.1** The Music subject leader is responsible for the standard of children's work and for 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 Music in the school. The 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 areas for further improvement. The Music subject leader may have specially allocated time for carrying out the vital task of reviewing samples of children's work and of visiting classes to observe teaching. However, this will depend on the curriculum priorities of the school.

**11.2** This policy will be reviewed at least every two years.

**Signed:** 

**Date: September 2016**

**Date of Review:** September 2017