



Music Policy

Review Date - July 2021

Every Child, Every Chance, Every Day, Working Together



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1 Aims and objectives

1.1 Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects our culture and society 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 be a highly academic and demanding subject. It is also important in helping children feel part of a community.

1.2 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 and appreciating music;
- Enjoy and appreciate a wide variety of musical styles;
- Make and quantify judgements about the quality of music.

2 Teaching and learning style

2.1 At Crabtree Farm Primary 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.
- Knowledge of musical notation and how to compose music.

2.2 Differentiation

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 increasing difficulty for more able children;



- 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.
- Teaching mastery groups (descant recorder, electric guitar, acoustic guitar, keyboards) for those children who have shown a talent in learning an instrument or who want to play a new instrument.

3 Additional music teaching

In Year 4, pupils receive music tuition on guitar as part of a Whole Class Ensemble (WCE), which is delivered by Nottingham Music Service (NMS) on a weekly basis. This provision is bought in by the school from NMS, allowing the school and pupils to access educational music performance events, such as 'The Great Orchestra Experiment' held at the Albert Hall in Nottingham.

Pupils who wish to continue learning the guitar in Year 5 can do so in small group peripatetic lessons, which are free for pupils to access and take place throughout the week with the assistance of Mr Hull. Children also enrich their own experience by attending an after-school club in the form of 'Area Band', which is held at Crabtree Farm Primary School. The aim of this club is to develop the ability of working in an orchestra with children from other schools.

For children in Year 6 – if they have stayed with their guitar tuition and put in enough time - they can undertake their 'Grade 1' in Guitar, with some children going onto Grade 2.

4 Music curriculum planning

Music throughout the school is taught from Music Express, a scheme published by A&C Black, which supports the National Curriculum for England (revised September 2014). However, music teacher Mr Hull will add and develop his own lessons to the scheme when appropriate. Topics that the children study in music build upon prior learning. There are opportunities for children of all abilities to develop their skills and knowledge 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. All the children in the school also receive specialist singing lessons from a peripatetic music teacher to assure good coverage of singing objectives set out in the National Curriculum. Children also have a weekly singing assembly, which is split into an Early Years and KS1 assembly and a KS2 assembly.

5 Early Years Foundation Stage

Music is taught in reception classes as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Years Foundation Stage Framework, which underpin the curriculum planning for children aged three to five. A specialist music teacher is employed to work within the foundation stage to teach the curriculum effectively, using Music Express as a resource.

Music is also offered inside and outside as part of the continuous provision available during child initiated learning. Weekly music interaction sessions are also taught, which all children access.

6 The contribution of music to teaching in other curriculum areas

6.1 English

Music contributes significantly to the teaching of English in our school. 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.

6.2 Mathematics

Music contributes to the teaching of mathematics through observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

6.3 Information and communication technology (ICT)

ICT is used in music where appropriate. By recording their work children can suggest improvements to a performance. Children in KS2 can also use software programmes such as Super Duper Music Looper for composing, as well as internet websites such as Go Noodle. Children also use iPad programmes such as Garage Band to compose music. Children are also encouraged to bring in music when appropriate.

6.4 Science and Design and Technology (DT)

Music provides the opportunity for children to experiment with and understand how different sounds are made as well as making musical instruments.

6.5 Art

Graphic scores e.g. pattern pictures to illustrate sound effects. We explore the link between music and art by listening to music and interpreting the feelings evoked by translating those feelings into pictures.

6.6 P.E

Dance is taught to Years 3 – 6 at various points in the year, with a dance club being organised after school. This is a great way to respond to a variety of music types and for children to display their ability to move rhythmically.

6.7 Personal, Social and Health Education (PSHE) and citizenship

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 self-confidence.

6.8 Spiritual, Moral, Social and Cultural Development

We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Crabtree Farm Primary School have the opportunity to encounter music from many cultures and, through their growing



knowledge and understanding of the music, are encouraged to develop positive attitudes towards other cultures and societies.

7 Teaching music to children with special educational 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 children with learning difficulties, and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs). See SEND Policy.

8 Organisation

All music throughout the school is delivered by a music specialist working in the school for 2.5 days each week (half a day of this, he is employed by the Nottingham Music Service to teach whole class ensemble to year 4). The timetable ensures each class receives 30 minute music lessons, each week. In addition to this Early Years, Key Stage 1 and 2 pupils receive 25 minute singing assemblies every week. At both key stages, activities should be reinforced and extended as opportunities arise, e.g. a few minutes before break time.

Cross-curricular links between music and other subjects e.g. topic work should be made where appropriate. The choir, led by the school music teacher, sing for 30 minutes every Thursday lunchtime. Mastery electric guitar, acoustic guitar, descant recorder and keyboard groups are taught on Fridays.

9 Opportunities for live music

- Singing practice — Once a week the choir meets to learn songs for assembly and special events / occasions linked to R.E. and P.S.H.E.
- Listening and Appraising — three times a week the whole school meets for 'Whole School Assemblies'. The session is an opportunity for introducing a new piece of music and for quiet reflection at the start of each assembly. Each week there is a different theme of music, which the teachers leading the assemblies are encouraged to discuss with the children, identifying which instruments they can hear and what feelings they think about when listening to different genres of music.
- School entertainments — At Christmas time, there is a musical production performance given by the children in Early Years, Years 1 and 2. In the summer term, the Year 6 pupils deliver their annual musical production performance. At other times throughout the year e.g. Harvest, Easter and Superstar assemblies, year groups or the whole school get together to provide appropriate musical entertainment. Choir and mastery groups also perform at the 'Crabtree Superstars' assembly at the end of every half term. At the end of the academic year, we hold a Crabtree Music Concert to celebrate all of the children's hard work throughout the year. This involves performances from choir, mastery groups and year 4 guitars to parents and carers. Children in mastery groups often perform in singing assemblies to showcase what they have been learning.

- At Crabtree, we also have a staff band which plays at events in school such as singing assemblies, talent show and the summer fayre.
- The choir perform at various events throughout the year including a Christmas Carol Concert for members of the community in Bulwell, the Christmas light switch on in Bulwell town centre, Christmas in the City and The Big Sing.
- The choir also take part in singing at our end of half term assemblies, practicing and performing songs they have previously been preparing throughout the year.
- Children in year 4, who receive WCE guitar tuition, will perform in the summer term for other year groups and children who learn with peripatetic teachers are encouraged to play when appropriate.
- Children who continue to play the guitar after their WCE provision in year 4 can join the North West Area Band run by NMS once in year 5. The North West Area Band meets weekly at Crabtree Farm Primary School and provides children a progression route and the opportunities to develop instrumental skills, music reading skills, play by ear and perform in an ensemble with children from different schools. They also perform regularly at various events as part of a school-wide orchestra.
- Throughout the year professional musicians are invited into school to give concerts and workshops. They cover a wide range of musical styles.
- Children also travel out of school to experience differing styles of live music from differing genres.

10 Assessment and recording

10.1 Children's work in music is assessed by making informal judgements about the achievement of Teaching and Learning objectives as they are observed during lessons. At the end of each Key Stage the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. We use this as the basis for assessing the progress of the child and for completing reports to parents.

10.2 We have an iPad dedicated to music where we record the progress of a class, mastery group or individual. Mr Hull records or takes pictures at the start of a topic and again at the end to document the children's progress. This iPad is kept in Maid Marian class and taken around to the different classrooms by Mr Hull when he wishes to record a piece of work that the class or group have been working on. The videos and photos are shared with class teachers to show the progress that their class have made.

10.3 Children who have continued with their guitar practice up until year 6 can have the opportunity to undertake musical grading to receive their 'Grade 1' in guitar.

10.4 Audio and video recordings may also be used to record work done.

10.5 Children in year 4 are assessed by the Nottingham Music Service and they share their assessments with us online so that we can see the progress of our children.

11 In-service

Appropriate opportunities for in-service training are found, whenever possible, for the music subject leader and members of staff and then shared at staff meetings.

12 Resources

There are sufficient resources for all music-teaching units in the school. We keep most resources for music in a central store; there are also boxes of instruments in music storage. Each classroom has a smart-board with access to the internet, portable CD player and we have a comprehensive collection of CDs and audio files. In addition to these, we have access to 'Sing Up', which has a variety and large collection of music songs and resources to be used within lessons and assemblies.

13 Health and Safety

Children are always encouraged to use instruments carefully and safely. Recorders should have the mouthpiece cleaned with antiseptic wipe after a child has used it.

G. Cranney, C. Hull,

To be reviewed July 2021