



FAIR FIELD JUNIOR SCHOOL

MUSIC POLICY

Updated: July 2021

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public and particularly parents' and carers' understanding of the curriculum.

Introduction

Our music curriculum aims to provide all students with a high-quality music education which engages and inspires them to develop a life-long love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement. Modelled on the National Curriculum, we offer opportunities for students to develop their talents in all aspects of music including composition, singing and appreciation. Children participate in a wide range of activities to develop their talents in all aspects of music including rhythm work, instrumental skills, composition, singing and appreciation.

We believe that opportunities for children to play in small groups or ensemble also helps to foster essential life skills such as co-operation, mutual support, self-discipline and commitment.

Music plays an important role in helping children to feel part of a community. We organise and collaborate in projects to enable children to share their musical skills at different events both inside and outside of school. We foster cultural capital and promote the fundamental British values of diversity and tolerance through studying musicians from differing cultures and backgrounds, various styles and through the exposure to successful male and female musicians.

The teaching of music can contribute to learning across the curriculum. For example, music provides opportunities to promote:

- Spiritual development through developing pupils' awareness of the power of music to take the listener out of the commonplace and helping pupils use music to express and reflect on their own thoughts and feelings;
- Moral development through helping pupil exercise responsibility in the choices and decisions they and others make as part of the creative process, valuing their own and others' work and recognising the effect of music

- Social development through helping pupils share music-making and develop a sense of social cohesion, working with others through taking different roles and recognising and supporting the different contributions of others in groups and ensemble work;
- Cultural development through analysing, evaluating and reflecting on music from contrasting traditions and from various time periods. In year 6, children are selected to be cultural captains.

Music also provides opportunities for pupils to develop the key skills of:

- Communication through presenting music to different audience and discussing and sharing ideas with others;
- Confidence through performance and achievement
- Application of number through recognising pattern, sequence, order and rhythmic relationships;
- Self-awareness and development through appraising their own work, recognising the need for perseverance, developing the ability to use time effectively, and increasing their ability to work independently.
- Teamwork through band and ensemble work.

The school aims to:

- foster pupils' sensitivity to, and their understanding and enjoyment of, music, through an active involvement in listening, performing and composing and appraising;
- enable all pupils to realise their individual creative potential and to express themselves through music;
- enable pupils to acquire and develop the musical skills and aesthetic awareness involved in performing, composing, listening and appraising;
- extend and develop pupils' awareness and understanding of traditions and music styles from a variety of cultures, times and places;
- develop, through music, pupils' skills, knowledge and understanding which contribute to learning across the curriculum;
- contribute to the community and the school's ethos.
- provide opportunities to participate in various musical events both inside and outside of school.
- encourage active involvement in creating and developing musical ideas using voice and instruments.

- nurture a sense of group identity and togetherness through composing, rehearsing and performing music with others to an audience.
- provide a theoretical and practical approach to the teaching of music, enabling children to understand musical notation in order to create music practically through instruments.
- foster a passion for music and allow children from all socio-economic backgrounds the opportunity to play an instrument.
- expose children to various instruments in order to allow children to identify and follow potential passion.
- Make all children feel successful and confident.

Strategy for implementation

Entitlement and curriculum provision

Pupils receive a broad and balanced curriculum in which sufficient time is provided to teach music and to provide for progression in knowledge, skills and understanding.

Across the school, an hour a week of curriculum time is allocated for music in planned lessons (not including special events). This amounts to 37 hours at Key Stage 2 per year.

The curriculum map is organised in units of work allocated to each year group in each term across the school. In addition to this, opportunities to make and listen to music are planned throughout the year. These include a programme of external events, a weekly collective singing assembly, visits from musicians and performers, performing opportunities, and the involvement in First Access Brass Band and other projects.

Currently, the curriculum will take four years to roll out across the school and implementation is as follows:

2020 / 2021 – Level 1 (Whole School)

2021 / 2022 – Level 1 – Year 3

Level 2 – Year 4 – 6

2022 / 2023- Level 1 – Year 3

Level 2 – Year 4

Level 3 – Year 5 and 6

2023 / 2024 – Level 1 – Year 3

Level 2 – Year 4

Level 3 – Year 5

Level 4 – year 6

The development of a) listening skills and b) understanding and control of the musical elements is central to learning in music. Each half term looks at a specific style of music. All components such as performance and composition, are all related to the specific style. The whole-school unit of work, leading up to the winter, Christmas performances, places more emphasis on performing.

All pupils have the opportunity to take part in extra and extended activities. All children receive instrumental teaching (across a range of instruments) in class lessons and further instrumental tuition is provided according to pupils' and parents' wishes.

Pupils are taught music by their class teachers. Lesson content is created by the subject leader, who has specialist skills, knowledge and understanding.

Three peripatetic instrumental teachers provide tuition for piano, guitar and voice.

Teaching and learning

At Fair Field, we are committed to providing a rich range of musical experiences for our children during their time in school and all children in the school have access to the music curriculum through weekly music lessons.

We aim to make music an enjoyable learning experience. Our curriculum exposes children to a wide variety of different styles, cultures and time periods. It allows for cross curricular links and a holistic learning approach. Our curriculum covers Grade 1 theory, ensuring a solid understanding of musical notation is achieved. Singing lies at the heart of music teaching and coming together during assemblies is an important part of school life. We hold weekly singing assemblies and gives focus to developing students' ability to sing in tune and within groups, as well as learning about the structure and organisation of songs. We teach them to listen to and appreciate different forms of music. Students develop descriptive and analytical skills in music when learning how music can represent feelings and emotions. We also teach students how to compose music and to how to make music together. We do this by setting tasks which are open-ended and can have a variety of inclusive responses and success measures. Singing lies at the heart of music teaching and coming together during assemblies is an important part of school life. We hold weekly singing assemblies and gives focus to developing students' ability to sing in tune and within groups, as well as learning about the structure and organisation of songs. We teach them to listen to and appreciate different forms of music. Students develop descriptive and analytical skills in music when learning how music can represent feelings and emotions. We also teach students how to compose music and to how to make music together. We do this by setting tasks which are open-ended and can have a variety of inclusive responses and success measures.

We use the 2014 National Curriculum objectives as the starting point of our planning in Music. We create our own unique scheme of work basing our theory component around the ABRSM and Trinity Grade 1 theory exam. We incorporate instrumental learning via Charanga, which allows for successful musical modelling. The curriculum has been carefully created ensuring progression and the extension of students' prior learning. While there are opportunities for students of all abilities to develop their skills and knowledge, the progression planned means that students are increasingly challenged as they move through the school.

Teachers select the appropriate teaching strategies to suit the musical activity and its purpose.

Teachers direct and develop pupils' skills in performing, which involves pupils working as a whole class, in smaller groups and individually.

Teachers support pupils' learning, for example in composing, by offering ideas, explaining, giving examples or allowing free exploration. These composing activities may involve younger pupils (lower key stage) working as a whole class. As the pupils make progress, especially at upper key stage, they develop their ideas individually or in small groups. In Years 5 and 6 the musical ideas are developed from individual or small group work so that it contributes to pupils working together in a large group

Teachers use challenging questions in listening and appraising activities to generate discussion and debate.

The learning environment

Pupils need sufficient, quiet space to be able to make and learn about music. Teachers are expected to reorganise classroom furniture when necessary.

The hall provides a larger, more resonant space. The music room is suitable for small break away groups and stores various instruments such as keyboards and a full drum set.

All classrooms are expected to have a music display to help explain and illustrate musical elements. A music display area is always featured in the hall.

Inclusion

At Fair Filed, we recognise that there are children of widely differing musical abilities in all classes and we provide learning opportunities for all children by matching the challenge of the task to the ability of the child. This is done in a variety of ways:

- ♪ Setting common tasks, which are open-ended and can have a variety of responses.
- ♪ Differentiating tasks and setting different tasks for each ability group.
- ♪ Providing resources of different complexity depending on the ability of the child.
- ♪ Using teaching assistants to support the work of individuals or groups of children.
- ♪ Assisting in the acquisition of any required musical instruments particularly for our PPG children.

♪ All staff who teach music are made aware of any children who are on the SEN register and have an Individual Education Plan (IEP) and this is borne in mind when planning for any particular class.

All children are given equal opportunity to take part in opportunities that enrich, compliment and extend our teaching.

♪ All children are given the opportunity to join a school crew depending on their passions. Music Marvels is a child led crew that promotes music throughout the school.

Assessment and recording

Students demonstrate their ability in music in a variety of different ways. Teacher's will assess students' work in music by undertaking both formal and informal assessments during lessons. The teacher will assess a piece of work giving oral or written feedback as necessary to inform future progress. Achievement is recorded using a standardised spreadsheet which is based on the objectives outlined in the National Curriculum Statement.

During informal assessments, teachers assess children's work by making informal judgements as they observe and listen to them during lessons. These judgements are used to plan subsequent lessons, ensuring development and progression of skills.

The subject leader is responsible for maintaining a portfolio of evidence which contains examples of the variety of musical experiences the children take part in such as; singing performances, cross curricular activities, collaborative projects and achievement monitoring.

Extension or extra-curricular opportunities

Extra-curricular activities are organised so that pupils of different ages and stages of development can work together in activities, which extend and challenge their skills in ways which are beyond those that are possible in class lessons. Sometimes the purpose is to challenge and extend those pupils who are musically talented. On other occasions, the purpose is to provide a musical experience to all pupils who wish to take part. These are achieved by matching the pupils' musical ability and aptitude carefully to the nature of the activities.

Some activities are regular and others take place for specific purposes. The aims and purposes for each group are defined clearly. Opportunities to perform are organised for each of these groups when appropriate.

Instrumental opportunities are:

- First Access Brass Band (Year 5)
- Rock Steady
- Music assemblies
- Music Mark

- Private tuition – violin, piano and vocals
- Year 4 and Year 6 productions
- Carol Concert

Vocal opportunities are:

- School choir
- G7 Choir (Summer term)
- Voice in a million
- Singing assemblies (weekly)
- Carol Concert
- Music Mark
- Private tuition – violin, piano and vocals
- Year 4 and Year 6 productions
- Music Marvels

Theory opportunities are:

- Music Mark
- Music Medals
- Grade 1 theory exam (Year 5)

The School Choir

Singing lies at the heart of good music teaching and learning, and we have a thriving school choir made up of children from years 3-6. The choir is run by a specialist music teacher, which means that our children have access to a high level of expertise in singing coaching. The school choir is timetabled for one practice per week, and they perform in a Christmas and Summer concert as well as performing at a carol service in the local community.

Themed days

Our popular themed days are a rich opportunity for additional music teaching and learning outside the normal curriculum; for example, we have had activities such as bhangra dancing, African drumming, Gumbo dancing and French music.

Resources

The school is well stocked with a bank of musical instruments. Resources include a selected range of tuned and untuned percussion instruments, along with larger tuned instruments including a keyboard, piano and a full drum kit. A class set of glockenspiels along with various wind instruments are also available. All of these are kept in the music room. Music stands are also available.

Teachers have access to Charanga, which provides a wealth of resources to use in class, including many music clips from a variety of times and musical traditions for listening and appraising. A shared folder stores a collection of music files along with lesson plans and flipcharts and acts as a platform for shared resources.

All children in the school have purchased their own recorders, sourced by the school. These will be used throughout lower and upper key stage.

Safe practice

All shared equipment is sanitised after use. Any instruments that would require the use of shared mouthpieces are bought and owned by the individual learner. Children are taught the correct lifting of instruments. Electrical equipment is checked in line with the school's procedures.

The contribution of music teaching in other curriculum areas

English – Music encourages children to listen carefully for specific purposes and to articulate responses. Singing songs develops children's language skills by focusing attention to rhythm, rhyme, diction and meaning. By working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics – by studying the structure of music, children are observing patterns and processes. Rhythm in music has a mathematical basis, and counting and recording beats in a piece of music reveals mathematical structures.

PSHE– by making music in groups, children learn to work effectively with others and they learn the importance of good working relationships. Making and performing music builds self-confidence and often allows pupils who are not always top academic achievers, to shine. Working together on a performance can be one of the most memorable things a child does in his or her time at school. Also, music gives children a vehicle for exploring feelings in a unique and safe way. Spiritual, moral, social and cultural development – listening to, creating or performing music can sometimes be a moving or even spiritual experience. By studying the music of other cultures, children can develop more positive attitudes towards other cultures and societies that may be very different to their own.

MFL – one of the best ways to teach a foreign language is to learn songs in the language, as children remember vocabulary more readily when they have learned a song using that vocabulary. The teaching of Spanish and French incorporates various songs to teach terms and vocabulary.

History – Due to the fact that our Music curriculum focuses on music from various time periods, when addressing topics such as the Renaissance or Baroque period, musical links and cross curricular references and discussion are enforced.

Monitoring and Review

The quality and effectiveness of music teaching in school will be monitored by the Head Teacher by learning walks and the Music subject leader by observation of lessons and scrutiny of planning. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and attending or informing staff of all relevant training in the subject.