

## Marsh Green Primary School

### Policy for Music

'Music is an enriching and valuable subject. Research evidence shows that a quality music education can improve self-confidence, behaviour and social skills, as well as improve academic attainment in areas such as literacy, numeracy and language.'  
(DfE, February 2011)

#### Introduction

At Marsh Green Primary School we value music as a powerful and unique form of communication. We strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging children to achieve their full potential. This policy reflects the school's values and philosophy in relation to the teaching and learning of music. It is intended to help us monitor and evaluate our practice. It is also intended to communicate our practice to others (e.g. parents, governors, new staff members, students and inspectors).

#### Aims and Objectives

By engaging children in making and responding to music, music teaching at Marsh Green Primary School offers opportunities for them to:

- Develop their understanding and appreciation of a wide range of music.
- Acquire the knowledge, skills and understanding needed to compose, play, appraise and perform music.
- Develop enjoyment, imagination and creativity through music.
- Develop awareness, understanding and appreciation of the richness and diversity of music in world cultures, styles, times and historical periods.
- Develop opportunities for children to perform to the school and the wider community.
- Develop skills that can support learning in other areas. This includes listening skills, concentration, creativity and self-expression, intuition, perseverance, self-confidence and sensitivity towards others. It can also give children the opportunity to express feelings that cannot easily be put into words.
- Develop and extend their own interests.

## Teaching and Learning

- Music lessons should be provided on a weekly basis throughout the school and planned in such a way as to encourage full and active participation and enjoyment by all children. Musical sounds should be the dominant language of musical teaching and learning.
- Teachers should teach the knowledge, skills and understanding in ways that suit their pupil's abilities. This may mean choosing elements of knowledge, skills and understanding from earlier or later stages to enable individual pupils to make progress and achieve. The children should be increasingly challenged as they progress through school in line with their own ability. The National Curriculum programmes of study set out what most pupils should be taught at each stage.

EYFS, year 1 and year 2 - Children listen carefully and respond physically to a wide range of different kinds of music. They play musical instruments and sing a variety of songs from memory. They add simple accompaniments and create short composition. They explore the way sounds and silence can create different moods and effects.

Years 3-6 - children sing songs and play instruments with increasing confidence and awareness of their own contribution to a group or class performance. They improvise and develop their own musical composition, in response to a variety of stimuli. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures.

- In Marsh Green School we use the 'Music Express' scheme to support the music curriculum throughout the school. 'Music Express' is a resource that includes a teacher's book for each year group with differentiated lesson ideas, audio CDs and a CD ROM; this incorporates teaching tips and video clips that can be used to support the teachers and pupils in their understanding of music and provide a stimulus for learning. It is a particularly good teaching resource for class teachers who are non-music specialists. 'Music Express' serves as a base to aid and enhance our teaching, but is not intended to be rigidly adhered to. Teachers should make professional judgements about when to adapt, miss out or add additional materials where this would benefit learning.

- Music should be taught throughout the school, establishing cross curricular links where possible, e.g. literacy, maths, physical and creative development and topic.

### Equal Opportunities/Inclusion/Differentiation

All children should have equal access to the music curriculum in line with the school's Equal Opportunities, Inclusion and Racial Equality policies.

- All activities are offered to boys and girls.
- Music from various cultures will be accessed.
- Lessons will be planned according to children's individual learning needs.
- Pupils experiencing difficulties will be given extra support.
- Those children with a particular interest or aptitude in music have opportunities to extend their education in a variety of ways e.g. school choir, instrumental lessons with Wigan Music Service peripatetic teachers, opportunities for performances in assembly.
- All year 4 children access the opportunity to learn a musical instrument as part of the Wider Opportunities Music Scheme.
- Year 5 access the Let's Sing project which includes working with professional musicians and a live performance opportunity.

### Assessment for Learning

- Children's work is evaluated through questioning, observation when children are working and performing, by listening to responses and examining work produced.
- Teachers can then make a judgement about pupil's musical skills and understanding in relation to the National Curriculum level of attainment. This, in turn, will inform future planning.
- Older pupils are encouraged to make judgements about how they can improve their own work or that of a peer.

### Links with Other Curriculum Areas

Music links with most other subjects and can be used as a means to support and enhance other curriculum areas.

### Literacy

Music contributes significantly to the teaching of literacy in our school by actively promoting the skills of reading, writing, speaking, listening and memory. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music can also be used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

### Numeracy

'Music Fun' is used in numeracy lessons to consolidate mathematical learning through song. Talent in music is often linked with talent in mathematics as the rhythm and structure of music is mathematically based. Children who have instrumental lessons are observing patterns and processes.

### Personal, Social, Health, Emotional (PSHE) - SEALS 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 our children. It has a vital role to play in building self-confidence. Participation in musical performances in school or the wider community can often be one of the most memorable things our children will do at school.

### Spiritual, Moral, Social and Cultural Development.

Creating, performing or listening to music can be a moving and even spiritual experience. Children at Marsh Green School are given many opportunities to listen to music and/or perform by singing or playing instruments in assemblies or the wider community. Our children have the opportunity to encounter music from many cultures and times and this helps them to develop more positive attitudes towards other cultures and societies.

### Information and Communication Technology (ICT)

ICT can be used to enhance the teaching of music, where appropriate, in all key stages. They can listen to music on the internet and record their own compositions. Our immersion room is also an exciting way to incorporate the use of music and images as a stimulus for other lessons e.g. creative writing, art, topic PSHE/SEALS and dance.

### P.E. (including dance)

Music can be used in many P.E. activities, especially gymnastics and dance, as a stimulus for creative ideas. Dance lessons include the use of music for children to listen to and interpret through physical and expressive movements. Children might create their own musical compositions and recordings within music lessons and later add movements to these in dance lessons. It can also be effectively used in warm-up and cool-down activities.

### Resources

- Space is allocated in the hall for all instruments and general music resources. These can be easily moved around the school.
- A selection of smaller instruments are kept in classrooms, especially in the Early Years Foundation Stage, year 1 and year 2 to allow for exploration of sound making.
- There is a piano in the hall and one in the music subject co-ordinators classroom. A small number of keyboards are also available for use.
- A CD player is available in every class.
- All classes have the Music Express resources for their year group.
- CD's and song books are kept in the music subject co-ordinators classroom.
- All Out of the Ark music is stored on the shared drive and can be accessed in the hall and in the classroom to display words on screen and support class and whole school singing.

### Monitoring and Review

The monitoring of the standards of children's work and the quality of teaching and learning in music is the responsibility of the music subject co-ordinator. The work of the subject co-ordinator also involves supporting colleagues in the teaching of music, being informed about the current developments in the subject and organising training and direction for the subject as appropriate.

Specially allocated management time allows for review of planning and work and to undertake lesson observations across the school.