



Agreed: March 2017
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Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims and objectives

Music is a unique way of communicating 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 enable 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, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Our objectives in the teaching of music are to ensure all pupils:

- can explore and understand how sounds are made, and can be organised into musical structures with dimensions including pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- learn how music is produced by a variety of instruments;
- learn how music is composed and written down;
- examine and evaluate the relevance of when, where and why a given piece of music was written, with music of different periods, genres, styles and traditions, including the work of great composers;
- develop the interrelated skills of composition, performance and appreciation.
- have the opportunity to perform and listen to range of music including the works of the great composers and musicians;
- learn to sing and to use their voices, to create and compose music on their own and with others;
- have the opportunity to learn a musical instrument;

Teaching and learning style

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. We have many opportunities for singing, and our teaching supports developing 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 children to listen to and appreciate different forms of music, with fortnightly rotation of assembly introduction music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music in class. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills recognising pulse and pitch. We often teach these together. We also teach children to make music together, to have a simple understanding of musical notation, and to compose pieces. In key stage 2 children have the opportunity to learn to play an instrument.

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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, using Music Express as a basis for our planning. 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;
- providing (and seeking) specialist support where individual children have particular gifts or talents.

Additional Music Teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Authority's Arts Service. In Years 3 and 4 children are given the opportunity to buy into taught sessions to play the piano, brass or recorder by these specialist teachers.

The school is keen that children take part in additional music projects that widen their experiences of listening to and performing music. This involves performing with children from other local and cross county schools for small and large events such as Youth Makes Music, for year 4 children; and termly community singing opportunities at local church services. Children in the Foundation Stage perform a Nativity based play each Christmas and children in Key stage 1 and 2 perform a Christmas Production. All of these performances heavily involve aspects of music and singing. All children take part in singing practice as part of our cycle of assemblies.

Music curriculum planning

Music is a foundation subject in the National Curriculum. Our school uses the National Curriculum organised within themes through Music Express as a basis for its curriculum planning. 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. 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.

The subject leader and head teacher are responsible for reviewing plans. Some of the medium-term planning may be done on a two-year rotation cycle. In this way, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

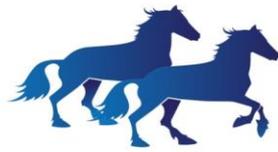
The class teacher writes individual lesson plans onto a short term format, which list the specific learning intentions for each lesson. The class teacher is responsible for keeping these individual plans in their planning file. This should be made available upon request for monitoring and evaluation purposes by the subject leader.

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In the Foundation Stage

We teach music in Reception and Nursery classes as an integral part of the topic work covered during the year. As 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 revised EYFS curriculum (2012) which underpin the curriculum planning for our 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 KS1

Pupils are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

In KS2

Pupils are taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.
- Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

The contribution of music to teaching in other curriculum areas

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. They use reference books, and develop research skills, when finding out about the history of music and musicians. 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.

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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.

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. 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.

Humanities and cultural development

Children 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.

Music and ICT

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. They use ICT to enhance their research skills, whether through the Internet or on CD-ROMs. They listen to music on the Internet, and they may record their own compositions using flip cams and talk trackers. 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.

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

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

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, 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.

Assessment for learning

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. Older pupils are encouraged to make judgements about how they can improve their own work. We pass assessment information on to the next teacher at the end of the year.

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The Music Express booklets outline expectations demonstrating the expected achievements, discussions and level of achievement in music for each age group in the school.

Resources

There are sufficient and developing resources for all music teaching units in the school. We keep resources for music centrally in the hall and small hall cupboard, where there is a variety on instruments and equipment. The library contains a good supply of topic books and there is computer software to support children's individual research. A selection of CDs and song books are also stored centrally in the hall.

Children listen to a range of music from different periods, genres, styles and traditions daily as assembly introduction music; these are chosen by different staff members and change on a fortnightly basis. The music and informative displays that accompany these are kept in the subject coordinators portfolio.

Monitoring and review

The coordination and planning of the music curriculum are the responsibility of the class teachers and the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary in which she evaluates the strengths and weaknesses in music and indicates areas for further improvement for the SIP;
- uses specially allocated regular management time to review evidence of the children's work, and to observe music lessons across the school.
- Works with professionsla to help support and enrich the curriculum provision we offer.

The quality of teaching and learning in music is monitored and evaluated by the music subject leader and the headteacher as part of the school's agreed cycle of lesson observations.

This policy will be reviewed every three years or sooner if required.

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