

# Stroud Green Primary School



*Believe and achieve*

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

## Music Policy

Music Subject Leader: Mollie Weston

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## What is musical learning?

Music is a practical subject; it is also academic, creative, technical, intellectual and challenging. It is a powerful medium for communication between people of different ages, cultures and social backgrounds.

Musical learning is about thinking and acting as a musician. Therefore music lessons should be about learning in and through music, not solely *about* music. Music lessons in school should be focussed on developing children's imagination and creativity.

Making music in the early and primary years in particular has been found to increase listening and concentration skills, and increases a child's ability to discriminate between sounds. This improves phonic awareness and helps to develop language and literacy skills. It also helps spatial reasoning, which is linked to mathematical learning.

Research shows that music making in small groups promotes teamwork and the development of leadership skills, and that performing helps to boost children's confidence.

## Music at Stroud Green

- We aim to make music an integral part of school life, both through music teaching in class and by valuing and including music in the school day.
- We do this by using Charanga Musical School – an online resource specially devised to cover the new curriculum in our music lessons.
- In year 4 all children will learn the violin or guitar as part of the 'Whole Class Instrumental Scheme' (WCIT) provided by Haringey Music Service. Children are provided with an instrument and are taught by music professionals once a week in both a whole class and a small group setting. Termly concerts are given for parents.
- In year 5 a number of children are able to continue with free tuition and free or subsidised tuition is available to those identified as gifted and talented in year 6.
- We take part in a music scholarship scheme with Islington Arts and Media school which allows a group of year 5 and 6 children to attend weekly violin, viola or cello lessons offered by music students from the Guildhall School of Music.
- Haringey peripatetic teachers also come weekly to Stroud Green, offering guitar, violin and piano lessons. These lessons are open to any children interested in learning an instrument and the Music Coordinator can give parents further information. There is a cost involved, although families on income support are entitled to free tuition.
- Children attend a weekly singing assembly for their key stage and there is a school choir which all Key Stage 2 children are encouraged to join.
- Each year a Music Concert is held where children learning an instrument are invited to perform to the school community and parents are very warmly invited to attend.
- We organise trips to concert halls and invite musicians into school on a regular basis, so that children have the chance to hear high quality live music. Our young musicians and singers are also given opportunities to perform at external venues when possible.
- We invite groups in to lead interactive music sessions – recent workshops have included Kaos Singing and Signing workshops and a Cuban drumming workshop with Rhythm Connections.

## Our aims in teaching music

- For children to develop their performance skills using their voice and a variety of musical instruments
- For children to experience a wide variety of music; to develop their listening and evaluation skills and have an understanding of the history of music.
- For children to understand the different elements of music and to use these to express their musical ideas through composition and musical notation.

## **Objectives**

A new National Curriculum was introduced in 2014. Although still a skills-based curriculum, the content has been streamlined, particularly in Key Stage 1.

In Key Stage 1 performing is now the main feature (using both voice and instruments) and some listening is included, as is composition.

In Key Stage 2 children are expected to perform and compose as before, but 2 new areas have been added: using and understanding 'staff' and other musical notations; and developing an understanding of the history of music.

'Responding and reviewing' is no longer in the music curriculum. However we will continue to include evaluation of their own and others' work as 'self-evaluation' and 'target-setting' is a key focus in other areas of the curriculum (specifically English and maths) at Stroud Green.

## **National curriculum in England - Music programmes of study: Key Stages 1 and 2**

### **Key Stage 1**

Pupils should be 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 inter-related dimensions of music.

### **Key Stage 2**

Children should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be 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 inter-related 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.

## **Scheme of Work**

Music lessons will be taught using the Charanga Musical School Scheme. This provides teachers with week-by-week lesson support for each year group in the school. It allows for the requisite musical skills to be taught across the school, thereby ensuring a progression of skills by the end of year 6. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. This gives teachers all the resources they need to teach music confidently. It

supports all the requirements of the new National Curriculum and is in line with published Ofsted guidance.

### **Differentiation and Special Needs**

The study of music engages pupils in variety of planned activities matched to their age, stage, ability and any special needs. Through differentiation, teachers allow for the different pace at which individuals progress within the activities of composing, performing, musical notation and listening will recognise pupils' preferred learning styles. The aim is to give all pupils the maximum opportunity for success and to reach their potential in the key areas of learning. In order to achieve that is essential to be aware of and build on individuals' previous experience and achievements in music within and beyond the school.

### **Breadth and Balance**

We recognise the need to manage the wide range of skills and concepts to be taught. Music is studied from a variety of perspectives. We endeavour to keep a balance in creative, interpretive, aural, social, cultural and aesthetic teaching skills, concepts and perspectives throughout each key stage. By following Charanga Musical School Scheme the school will ensure pupils receive a breadth of experience that enables a balanced range of skills to be developed and concepts understood. Repertoire will include music in a variety of styles from different times, places and cultures, and by well-known composers and performers, past and present.

### **Variety**

Pupils will be engaged in a range of listening activities starting from a variety of stimuli. Imitating and aural-response work, including vocal and instrumental improvising will lead to group, paired or individual composing activities. Emphasis will be placed upon children speculating on and drawing conclusions from what they hear. Children may be offered opportunities to perform as both a soloist and /or a member of a group as appropriate. ICT will be used to support the delivery and monitoring of the music curriculum e.g. using iPads to record and video can support listening and evaluating activities and iPad apps can also be used for composition activities.

### **Relevance**

In some instances teachers will choose to use music in a cross-curricular way, for instance songs of historical and cultural interest, music to celebrate a festival, collective performance, recorded or live performances or composing for a school or local event. A range and variety of musical activity and experience can be inherently relevant if appropriate teaching and learning approaches are adopted as outlined above.

### **Cross-curricular Skills and Links**

Music makes a major contribution to the skills of:

- Perception through aural discrimination.
- Memory development and analytical skills.
- Maths skills through pattern and time relationships.
- Non-verbal communication skills through the medium of sound.
- Interpersonal skills through group and partner tasks.
- Decision making and problem solving through performing and composing.
- Physical and practical skills through manipulation of the voice and instruments.
- Creative and imaginative skills through expressing musical ideas and feelings.
- Independent learning through individual performing and composing.

### **Equal Opportunities**

All pupils regardless of race, gender, ability or social origins have an entitlement to experience, enjoy

and express themselves in music through the school's curricular and extra-curricular provision. In order to realise this, the teacher will guide individuals towards musical activities and experiences in which they can succeed. They will provide appropriate resources and a range of relevant tasks to enable them to achieve.

### **Health and Safety.**

Pupils will be taught the correct and safe way to carry and use instruments and electrical equipment such as cd players and keyboards, in order to avoid injury to themselves or others. Instruments that are blown will be used by only one pupil. Electrical safety will be assured wherever mains electricity is used, notable with computers, electronic keyboards and audio equipment. Trailing wires present a hazard and teachers will ensure that electronic equipment is used only adjacent to main power points.

### **Assessment Recording and Reporting.**

Children will be assessed through teacher observations. ICT is used to support peer assessments. I pads and digital cameras can be used to record performances, allowing the children to watch their own and other's performances and evaluate following specified criteria. In their annual report children will receive a summative assessment, with a personalised comment indicating their progress in music based on the new National Curriculum objectives.

### **Resourcing**

Music is resourced on a year on year basis but the small budget is enhanced by charitable funding and funding from Friends of Stroud Green (FOSG). Teachers base their lessons on Charanga Musical School Scheme. The school funds the year 4 and 5 Whole Class Instrumental Scheme by approaching outside agencies for funds and with support from FOSG.

### **Monitoring and Review**

The effectiveness of the music curriculum is evaluated in discussion with the Head Teacher and through formal and informal monitoring of planning and delivery. Resources, teaching and learning needs are identified.

The co-ordinator for music will be responsible for the monitoring and implementation of the policy and takes a lead in delivering music across the school, including supporting the school choir.