

# Granby Primary School

## Whole School policy for Music

### 1. Aims and objectives

1. Music is an integral part of human communication. It is a vehicle for the sharing of ideas, feelings and emotions at different levels. Music offers the pupils the opportunity to develop a wide range of skills. Some of these are directly related to music and others have a wider impact on general physical and social development. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world in which they live in. It plays an important part in helping children 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. In Music, Granby School's pupils are given opportunities to be actively involved in listening to, appraising, composing and performing, thereby developing their own enjoyment of the subject. Music at Granby is inclusive and all pupils have an opportunity to express themselves through music, regardless of prior musical experience.
  
2. The main aim of Music at Granby is to develop children's sensitivity to, and their understanding of music, through an active involvement in performing and composing, listening and appraising. At Granby Primary School we aim to:
  - Promote and support curriculum music for all children as an entitlement through their classroom experiences, following the National Curriculum in full
  - Provide experiences and resources which promote knowledge, skills and understanding in music
  - Provide learning experiences in music which promote confidence and development of the child
  - Promote a music curriculum with relevant differentiated experiences
  - Promote progression and continuity in music through planning and assessment
  - Promote opportunities for children to develop their musical skills further through an extended curriculum
  - Promote the continuing development of expertise and confidence in the delivery of music for relevant members of teaching staff.
  - Include the use of ICT into the music curriculum.
  - Provide all children will the opportunity to take part in singing activities to develop their musical awareness.
  
- 1.3 Children will have the opportunity to:
  - Listen to and experience live music played by musicians and other children
  - Play a variety of instruments and opt to take peripatetic lessons in an instrument
  - Work in groups to compose their own music and evaluate their own work. Children will develop their expertise in areas including pitch, rhythm and pulse.
  - Experience many different genres of music from many different time periods and cultures.
  
  - Take part in singing activities which allow them to share singing with their peers.
  
  - Be involved in productions and performances to other children/ adults during performances promoting the "singing ethos" of the school.
  
  - Access music through other curriculum areas to support learning.

### 2. Teaching and learning style

2.1 At Granby, we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. The current music scheme focuses on developing the children's ability to sing in tune and with other people as well as singing solo or as part of a smaller group. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how

music can represent feelings and emotions. We aim to teach disciplined skills of recognising rhythm, pulse and pitch alongside how to work with others to make music and how individuals combine together to make sounds. Each class is taught music on a weekly basis by the class teacher following the scheme of work.

2.2 Children across the School take part in a weekly singing assembly. The principle musical skills identified in the National Curriculum are developed through singing. Songs linked to the curriculum, different cultures and songs that use different singing techniques are included in assemblies. Children across the school have the opportunity to develop music skills further in whole Key Stage productions which happen on a yearly basis, by extended learning opportunities and in class size situations for class assemblies and for seasonal linked activities (Mother's Day, Christmas and Easter)

2.3 Children in Year 3 have access to Whole Class Ensemble Teaching (WCET) of the recorder. Provided by the class teacher, year 3 children will be able to develop basic recorder playing skills and an understanding of musical notation. In year 4, children will have access to WCET of the Ukulele, giving the Lower Key stage 2 children experiences of both woodwind and string instruments.

### **3. Inclusive approach**

3.1 It is recognised that children have different musical abilities. Individual teachers will decide on a style appropriate to the effective delivery of the music curriculum for their class. Work in music is to be differentiated suitably when working as a class and completing whole class activities. Work may be differentiated in ways including:

- Support from classrooms assistants and the teacher
- Open ended activities allowing children to complete tasks to their own ability
- Mixed ability group work.
- Setting tasks of increasing difficulty (not all children to complete task)
- Suitable resources of different complexity depending on the ability of the child.

3.2 Every child at Granby Primary will have full and complete access to the music curriculum and to all lessons with the subject. All children's backgrounds and religions will be catered for where necessary and provision made for children with special educational needs. It is considered that music is to be accessible to all, including those with SEN, where music and singing can develop their speaking and listening and, in addition, contribute to their social and behavioural development. A variety of styles will be evident and teachers will provide learning opportunities matched to the needs of children with learning disabilities taking into account targets set for individual children.

### **4. Additional Music Teaching and Opportunities**

1. We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Children throughout school, starting at KS1, are offered the opportunity to attend peripatetic music lessons. Guitar, flute, clarinet, fife and recorder are taught with a large number of children having lessons once a week for a subsidised amount. Peripatetic music also allows children to develop their understanding and skills of reading music. Granby understands that, due to family financial situations, some children may not have these opportunities. In such cases, Pupil Premium may be used to support these children. In addition, school has instruments which it loans to pupils attending peripatetic music lessons should they not own one.
2. Granby is lucky enough to have tutors that dedicate some of their lunch time to *ensemble or orchestra groups* for both guitar and woodwind. These groups give children the experience of playing their instrument in a group setting. This contributes to their music reading skills and gives them the opportunity to perform as part of a group. Children perform in school events and have the opportunity to showcase their skills.
3. Children have the opportunity to develop musically outside of school hours as part of Extended Learning Opportunities. The Granby School Choir is aimed at children in KS2. Practicing on a weekly basis, they are able to develop their skills of singing as a group using different techniques, in addition to developing confidence and performance skills. Granby Choir has built links musically within the local community in addition to taking part in other musical events within the city. The Choral Project (linked to the local church) also builds connections with the local community and children at Granby have the opportunity to be part of this. The choral project also works

towards public events and performances and develops the children's singing abilities. Children can also attend workshops including recorder groups and Djembe drumming as part of Extended Learning Opportunities.

## 5. Music curriculum planning

- 5.1. Our school uses a county-wide scheme of work supplied by the Leicestershire Schools Music Service (LSMS) as a basis for its curriculum planning. This scheme of work builds on children's prior learning. While 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.
- 5.2. We carry out the curriculum planning in three phases (long term, medium term and short term). The long term plan maps the music topic studied in each term during. Sometimes the children study music topics in conjunction with other subjects and it is encouraged that music should be used and taught across other curriculum areas where possible.
- 5.3. Medium term plans, taken from the LSMS scheme of work, give details of each unit and the objectives that will be studied and achieved. It is the job of the music leader to ensure complete curriculum coverage, progression and no repetition in areas covered.
- 5.4. Lesson plans are provided through the LSMS scheme of work; however it is left to the discretion of the class teacher to adjust them accordingly to the abilities of the class. Teachers should be able to access planning for discussion as and when required.
- 5.5. Our music planning is geared to three aspects of progress:
  - 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.

## 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 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. 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 in that 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 is mathematically based.
- 6.3 **Information and communication technology (ICT)**

ICT is used in music where appropriate. Children use computer programmes to compose music. They also use ICT in music to enhance their research skills through the Internet. They listen to music on the Internet and they also record their own compositions electronically. Children improve the presentation of their work through the use of ICT. Children can record performances using video technology and use playback facilities on computers and laptops.
- 6.4 **Personal, social and health education (PSHE) and citizenship**

Music contributes significantly to the teaching of personal, social, citizenship and health education. 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. Participation in

successful public musical performances is sometimes one of the most memorable things young people do at school.

#### 6.5 **Religious Education (RE)**

Listening, creating or performing 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. Children at Granby Primary 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.

#### 6.6 **Foundation Subjects (including Geography and History)**

Listening to from other countries and periods of history can develop children's understanding of how people in other countries live and what life was like in the past. Songs can be learnt to extend and consolidate the children's learning and to help them remember facts.

### **7. Resources**

7.1. There are sufficient resources for all music teaching units in school. We keep resources for music in a central store where staff and children can access them freely. The library contains a good supply of topic books and access to ICT is available to aid research and record performances. Resources are readily available for WCET and are available for the children to take home. Instruments are available and maintained by the school for those children who don't have their own instruments for their 1:1 music lessons.

### **8. Health and Safety**

8.1 At Granby, health and safety is paramount when teaching music and to allow successful lessons we aim to:

- Ensure instruments are put away carefully after each session, unless on display or in other use. Instruments require storing according to size, weight and shape.
- Ensure children are taught to take care when transporting instruments.
- Keep children under adult supervision at all times when asked to transport instruments.
- Take appropriate steps to ensure hygienic use and cleaning of blowing instruments such as recorders.

### **8. Assessment and Recording**

8.1. Class teachers are responsible for the standard of children's work. Children will be assessed and monitored throughout the year by the class teacher. Assessment of groups of children will occur on a regular basis against a tick list of "I can" statements which are in line with the National Curriculum and also follow closely with the Learning Objectives of the scheme of work taught. In the Foundation Stage, children have the opportunity to develop music skills through other areas of the curriculum. Music progress in the foundation stage is recorded in each individual's Learning Journal and observation forms completed.

8.2. A bank of recorded evidence is to be built up showing end of unit performances by which assessment can be completed on a half termly basis.

8.3. Class teachers will report on each individual's progress in music in the end of year report. Peripatetic music teachers also report on the progress of their pupils which is included in their end of year report.

## **9. Monitoring and review**

- 9.1. The head and music leader are responsible for the quality of music teaching throughout the school. The subject leader is responsible for providing up-to-date information to staff regarding the subject, offer support to colleagues in the teaching of music and provide direction for the subject across the school. The subject leader is responsible for monitoring external individuals who teach children on a yearly basis. Any concerns regarding the provision of peripatetic tuition should be forwarded to the head.