



Music Policy

The Round House Primary Academy

2020

Rationale

At Round House the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

“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.” National Curriculum.

Aims and Objectives

The national curriculum for music aims to ensure that all pupils: 

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, 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, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

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

Pupils 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.

At Round House, we aim to:

- enable each child to grow musically at their own level and pace;

- foster musical responsiveness;
- develop awareness and appreciation of organised sound patterns;
- develop instrumental and vocal skills;
- develop a sensitive, analytical and critical response to music;
- develop awareness and understanding of musical traditions, styles and cultures from other times and places;
- foster enjoyment of all aspects of music.

Teaching and Learning

The school uses a variety of different teaching and learning styles in music lessons and within ICE Zone sessions. Our principal aim is to develop the children's knowledge, skills and understanding in music and we use a variety of teaching and learning styles in order to achieve this. The use of the ICE Zone learning within KS1 and LKS2 gives children a rich learning environment, in which they are immersed within the topic that they are studying. This in turn creates a love of learning within the children. Combining this with whole class teaching in years 5 and 6, we believe that our school provides children with a broad range of learning opportunities throughout their primary education.

Our music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and the opportunity to join private group lessons and after school clubs. The elements of music are taught in the classroom lessons and ICE Zones so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. Students learn how to play an instrument, ocarina, recorder, percussion and keyboards, which in doing so, understand the different principles of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

We believe children learn best when:

- They are provided with opportunities to work independently or collaboratively.
- They are encouraged to ask as well as answer music-based questions.
- They are able to explore creatively using different instruments and resources.
- They have access to sources such as books, CDs and live concerts.

- They are shown methods and techniques to implement into their music work.
- They are able to use non-fiction books, internet and videos for research.

We recognise the fact that we have a wide range of children within our classes, and so we provide suitable learning opportunities for all children by offering a variety of different ICE Zone activities for pupils with KS1 and LKS2, as well as providing differentiated work within years 5 and 6.

Additional music teaching

Children are offered the opportunity to study a musical instrument which is provided by Pop Start, a local business music tuition group. Parents who want their children to participate in the scheme pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, including drums, guitar, and keyboards, or vocals. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

The role of the teacher should include:

Providing children with both taught music lessons and the opportunity to explore through more independent activities is, we believe, integral to the teaching of music. Taught music lessons will encourage pupils to engage in class discussions, where children are given the opportunity to ask and answer music questions.

ICE Zone music activities will often be carried out by children after having had an initial teacher-input, which gives pupils the opportunity to work independently to demonstrate their understanding of a topic and to explore this further. The children enjoy the opportunity to carry out independent learning, asking and answering questions linking to specific topics. Teachers and teaching assistants in classrooms and the ICE Zones are clear with the expectations of work within music sessions and this is explicitly taught to all pupils through modelling and discussion.

Specific success criteria that link to aspects of required learning are used within each activity to help children when completing activities.

Teachers will make sure that:

- access to resources will allow children to make choices about their own work
- children are given the opportunity to discuss existing pieces of music, as well and create new ones

- examples of existing pieces of work by famous musicians are used in exploration stage to engage children and foster an understanding of the larger cultural context of music and its historical significance
- resources provided will support the variety of abilities and needs
- children are given opportunities to evaluate their work and the work of their peers.

Teaching within the ICE Zones:

Every day, the children in both Years 1/2 and in Years 3/4 are split into two groups. One group stays with the class teacher and the other goes out into the ICE Zone. Here they work with experienced TAs on their foundation subjects. Teachers are timetabled on a weekly basis to lead whole class sessions in the ICE Zone on a range of foundation subjects, including music. Every single subject is spread across both ICE Zones so the children receive the best experiences possible.

Teaching within EYFS:

Within the EYFS, music falls within Expressive Arts and Design. At The Round House, children's creativity is extended by the provision of support for their curiosity, exploration and play. Staff develop a child's imagination, creativity and their ability to use a range of media and materials. Children are provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of art, music, songs, movement, dance, imaginative and role-play activities. All of these approaches to expressive arts, help children to represent and understand their own feelings and ideas.

Planning

Using the National Curriculum, every term, Year 1/2 and 3/4 teachers from the DLPT meet and collaboratively plan this intensive curriculum. As a group, every foundation subject is discussed and planned meticulously to link with the children's topic. The teachers also take ownership of the unit and introduce the topics to the children at the beginning of every term. Throughout the term, the teachers have a continuously updated overview of how and what the children are learning.

Likewise, Year 5/6 teachers from The Round House work together to plan all foundation subjects in a similar manner, with the aim being that all lessons will relate to a specific topic which the children will be exploring that term. With the termly topics operating on a two-year cycle, all national curriculum objectives will be covered at the end of such cycle.

Monitoring and Evaluating

This will include:

- Observations of music lessons
- Observations within the ICE zone
- Planning scrutinies
- ICE Zone folder and music jotter scrutinies
- Pupil conferencing
- Analysis of data (including the focus on specific groups)
- Staff meetings to ensure consistency of approach, standards and expectations
- Peer observations and book looks to encourage a collaborative approach

Relevant staff CPD and training are put into place as a result of any monitoring.

The Role of the Subject leader

- To ensure the progression of skills are covered in each year group.
- To monitor the curriculum.
- To monitor the standards of children's work
- To review the needs of music.
- To support teachers in promoting high standards.
- To ensure full list of equipment and resources.
- To ensure good Health and Safety practices are followed.
- To regularly review the Subject Action Plan.
- To report annually to the Governing Body

Cross curricular Links

Music can enhance the teaching of English in our school by actively promoting creativity and the skills of speaking and listening. Oracy is developed through collaborative discussions about musical pieces and their composers. Creating non-fiction texts based on musicians and their work develops their writing ability. This in turn leads to developing historical contexts. Rhythm and musical notation can link to mathematical objectives in number and shape. Music can be interpreted and illustrated through art. Music can be used in PSHE lessons to portray feelings and to help children understand their emotions.

Researching musicians and their work, as well as their place in history, involves practising ICT skills. We use ICT in music teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in music at Key Stage 2. Children use ICT in music to enhance their skills in data handling, in presenting written work and researching information using the internet and Espresso.

Pupil Assessment

The assessment of pupil progress within music is on-going by the class teacher and is part of formative assessment. Children have a regular quizzes in the ICE Zone and half-termly assessed quizzes in class.

Children are given an opportunity to write at length at the end of each topic: this 'essay' is used to assess their knowledge and understanding of foundation subjects linked to their topic and also provides them with additional opportunity to write for a purpose.

Teachers are required to carry out summative assessments at the end of each term, where they will assess children's understanding and update this information on Arbor. Exemplars are used to aid the assessment of pupils.

Equal Opportunities

We aim to ensure that all pupils have equal access to the teaching of music at a level appropriate to their age and needs. For children who are identified as requiring extra support, these are identified within Pupil Progress Meetings and supports are put in place with consultation from the SENDCo in order to ensure that they are given appropriate activities that they are able to complete.

Music forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children. Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Roles and responsibilities

This policy was reviewed by the Arts Team and SLT.

Its implementation is seen as the responsibility of the staff and will be supported and monitored by the Arts Leads on behalf of the Headteacher and Governors.

Agreed by Trust: Summer 2020

To be reviewed: Summer 2024

Appendix

Round House Arts Charter

During our time with us, children will.....

- Learn to play an instrument
- Listen to live music
- Compose and perform
- Regularly take part in singing
- Watch a theatre production
- Take part of a performance in front of an audience
- Have artwork displayed (art gallery/public place)
- Experience a range of art techniques
- Create a sculpture
- Take part in workshops with professional artists, musicians, crafts people, curators, dancers, poets, authors, architects...
- Visit a gallery

- Choreograph and perform a dance routine
- Visit a heritage site
- Visit a museum
- Make an animation or short film
- Create stories, poems and plays
- Read books for pleasure
- Listen to and enjoy stories and poems
- Become a regular user of a library
- Write stories, poems and plays
- Learn about people who have created or are creating art forms
- Gain knowledge about the historical development of those art forms
- Use arts specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic work
- Have the opportunity to take part in an extra-curricular club