

CANTRELL PRIMARY AND NURSERY SCHOOL



MUSIC POLICY

April 2022

MUSIC

Music Curriculum

We are proud and passionate about our music curriculum at Cantrell. Music is a unique way of communicating which 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 often reflects the culture and society we live in, and so the teaching and learning of music can help children to understand the world they live in. As well as being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It can also play an important part in helping children feel part of a community, when playing and performing within a larger ensemble. At Cantrell we aim to provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical styles, and to begin to make judgements about the quality of music.

At Cantrell we encourage children to participate in a variety of musical experiences. We aim to make music an enjoyable learning experience and to build up the confidence of all children. We aim to develop the children's ability to sing in tune, in a variety of styles and with other people. Through singing songs, children learn about the structure and organisation of music as well as songs from other countries and cultures. 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 and analysis becomes more analytical as the children progress through KS2. Through having instrument lessons in year four and going to Area Band, the disciplined skills of recognising pulse and pitch are developed to a more complex level. We also teach children how to work with others to make music. Composition is an important way of developing children's understanding of music as well as providing a creative and freer approach.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all

children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses
- having extension activities for children who are more able
- grouping children so that more musically experienced children can support less able children
- providing resources to support less able children
- using classroom assistants to support the work of individuals or groups of children

Curriculum Intent

Aims and Objectives

Music is a unique way of communicating which 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 often reflects the culture and society we live in, and so the teaching and learning of music can help children to understand the world they live in. As well as being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It can also play an important part in helping children feel part of a community, when playing and performing within a large group and in the wider sense of the word. At Cantrell we aim to provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical styles, and to begin to make judgements about the quality of music.

The aims of music teaching at Key stage 1 are to enable children to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Experiment with, create, select and combine sounds using the inter – related dimensions of music
- Listen with concentration and understanding to a range of high

quality live and recorded music.

At key stage 2 the aims are to enable children to:

- Develop an understanding of the history of music
- 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
- Play and perform in solo and ensemble context, using voices and playing instruments with increasing accuracy, fluency, control and expression

Curriculum Implementation Teaching and learning

At Cantrell we encourage children to participate in a variety of musical experiences. We aim to make music an enjoyable learning experience and to build up the confidence of all children.

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Using New Opportunities Funding to provide brass tuition for every child in year four, the disciplined skills of recognising pulse and pitch are developed to a more complex level. We also teach children how to work with others to make music. Composition is an important way of developing children's understanding of music as well as providing a creative and freer approach.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses
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Singing

In addition to singing within their year groups, the children have the opportunity to sing in a larger group within the school singing assemblies. This takes place once a week. The songs chosen often reflect issues such as self - esteem, morality and making the right choices.

The long-term plan maps the music units studied in each term throughout each year group. The order of the topics may vary from year to year; very often the music topics taught tie in with the topics being taught in other curriculum areas.

The music subject leader works this out in conjunction with teaching colleagues in each year group

More detailed curriculum plans are written for each year group and are available on-line to share with wider stakeholders. They include the learning objectives of each lesson as well as the specific musical focus. The music subject leader is responsible for collating these individual plans, and the class teacher and music subject leader often discuss them on an informal basis.

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.

Singing underpins much of our teaching of music at Cantrell both in individual class lessons and in assemblies.

Foundation Stage

We teach music in the foundation classes as an integral part of the topic work covered during the year. The teaching of music at this stage 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. Songs at this stage are often simple and repetitive and help children develop language skills as well as musical skills. Playing instruments fosters self - control, sharing, taking turns and increased confidence. The children also learn how to follow direction and how to play instruments with control and an awareness of dynamics.

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. In developing ideas for composition, children extend their vocabulary and develop their ability to express complicated ideas verbally.

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.

Information and communication technology (ICT)

This is an area of ongoing development as different musical programmes become available which aid in composition through the use of IT on computers and I-pads. Recordings are often made of children's compositions and performances and can then be used as a way of encouraging evaluation and improvements to their work.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. When playing music together and especially when working in groups, children learn to work effectively and co-operatively 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 can be one of the most memorable things young people do whilst at school.

Spiritual, moral, social and cultural development

Listening, creating or performing music can be a moving and evocative experience. Children are encouraged to reflect on the effect that music can have on people's emotions and senses. We ensure that the children have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they are able to develop more positive attitudes towards other cultures and societies.

Physical development

Children learn through rhythm to develop their confidence in balance and coordination. They also develop their fine motor skills through learning how to play different instruments.

Aural development

Music has a huge impact on aural development – listening to rhythms, copying back, listening to melodic lines and copying back. Learning songs and simple percussion pieces by ear develops memory and internalizes an understanding of genres and styles.

Teaching music to children with special educational needs

At Cantrell, we teach music to all children, whatever their ability. Music forms part of the school curriculum to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range in school work, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures 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, for example, performances in other venues, a risk assessment is carried out beforehand, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

Teaching staff assess children's work in music by making informal judgements and formative assessments during the lessons. A formal report on each child is written at the end of the school year.

Monitoring and review

The music Subject Leader is responsible for producing a termly summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

A named member of the school's governing body is briefed to oversee the teaching of Music. This governor meets with the subject leader to review progress and receives the same written report each term which reports on:

- recent activities / projects and performances
- forthcoming projects
- subject monitoring eg. Lesson observations, quality of teaching, resources etc
- ongoing action and future development. Impact
- updated curriculum plans

Good quality teaching outcomes

At Cantrell Primary the outcomes in music are recognised by the Music Mark Award.