

# Aughton Town Green primary School

## Music Policy

The teaching of Music in Aughton Town Green will enable our children to develop a love of music and their talent as musicians. Music sessions should help to increase the children's self-confidence, creativity and sense of achievement. By critically engaging with a wide range of music, the children will their composition and listening skills.

### Aims

At Town Green we want our children to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
- Learn to sing and use their voices, to create and compose music on the 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Management

#### 1. Organisation

**EYFS:** The Foundation stage explores music as part of the strands 'Communication and Language', 'Physical Development', 'Expressive Arts and Design' from the 7 Areas of Learning in the EYFS curriculum. Their Early Learning Goals which are most relevant to the Music Curriculum through KS1 and KS2 are to sing a range of well

known nursery rhymes and songs and to perform songs, rhymes and stories with others and (when appropriate) try to move in time with music.

**KS1:** Music topics are blocked into units of a term, with a unit of work being delivered in the Autumn, Spring and Summer term. In Year 2 one of these units involves the children learning to play the recorder.

**KS2:** Children in Years 3, 5 and 6 complete 3 units of work, one in each term. Alongside this, they learn about one of the BBC 10 pieces each term.

Children in Year 4 work with a teacher from Lancashire Music Service to learn to play a brass instrument.

Children also have the opportunity to purchase individual or group music lessons with teacher from the Lancashire Music Service on an instrument of their choice.

## **2. Teaching and Learning**

Children will work in a variety of different ways within music lessons. Listening and exploring will involve whole class and group discussions and activities. Composing will often be demonstrated as a whole class activity before children experiment with the ideas discussed in small groups. Performing may be an individual, group or whole class activity.

The same topics taught in different classes share the same plans to ensure continuity. Copies of all plans created by Town Green staff are centrally located in the teacher drive on the server. Much of the curriculum map links to units from the Charanga scheme which include individual lesson plans for each session.

In Key Stages 1 and 2, time is allocated to music both through music lessons and through singing practices and assemblies. Each assembly begins with the children listening to a different piece of music each week and the background to this music is discussed at the start of the week. Over the year, this allows the children to recognise and discuss different styles of music.

The children also have opportunities to perform their musical skills for an audience through Christmas and end of year plays, class assemblies and by performing their class work for others.

### **3. Cross-Curricular Links**

Throughout both Key Stage 1 and Key Stage 2, music topics are taught in a cross curricular way with a variety of subjects being linked including Geography, History, Literacy, Art, PE and ICT.

### **4. Computing and ICT**

ICT will be used in various ways to support teaching and motivate children's learning. Teachers will use the Interactive White Board (IWB) to support the delivery of Music lessons including through the use of the Charanga scheme. This guides the children through a range of activities which allow them to listen to, understand, explore, create, compose and perform music. They can also use the programme to help them to experiment with composing by moving sound 'blocks' into position.

### **5. Resources**

A wide range of percussion instruments are stored in the school hall. The children are asked in Year 2 to provide a recorder which can then be used throughout the juniors to link into any composing or performing which the children wish to apply and develop their knowledge of how to play the recorder from Year 2. In Year 4, the children are provided with a brass instrument by Lancashire Music Service. This is kept at home to allow them to practice and brought to school each week for their lessons.

### **Special Educational Needs**

Where possible, pupils should be actively involved and fully integrated with the rest of the class. Children with Special Educational Needs should be involved through differentiation e.g. by simplified activities or support from the class teacher. For guidance on teaching children on the register, refer to their support plans and request help from the SEND coordinator.

In the case of more gifted children, they can be encouraged to further develop their ideas, feelings and opinions about music they have listened to. Children with a particular skill on an instrument can use their own instrument within their lessons from the Charanga scheme to compose and to play alongside the rest of the class using the differentiated scores for a wide range of instruments provided by the scheme.

## **Assessment and Monitoring**

Assessment opportunities are built into every lesson, linked to Lancashire Key learning Indicators of performance (KLIPs) so that children can demonstrate their skills of performing, listening, reviewing, creating, composing, understanding, exploring and their knowledge of inter-related dimensions such as pitch, duration, dynamics, tempo, timbre, texture and structure. From this teachers are able to gather evidence and assess a child's progress through the year and make a judgement on whether or not they have met the End of Year Expectation at the end of the year.

Subject leader monitoring takes place throughout the year. Monitoring may include: discussions with staff, pupil interviews, walk through, observation of performances etc.

## **Review and Development**

The Music Coordinator will attend courses as appropriate and pass current information about curriculum developments to other members of staff.

**(H.Peel)**