



Music Policy

Document Purpose

This document reflects the values and philosophy of Balfour Junior School in relation to the teaching and learning of Music. It provides a framework within which all staff work and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Music Express Scheme, free composition work, Music Box activities, Carousel Scheme and Ocarina/Keyboard activities which have been adopted by the school, and can be used as a springboard to develop the individual teacher's ideas in a personal way within the school's guidelines. This enables teachers to work with a programme of activities that is responsive to their own and children's skills and needs in Music at that particular time.

Audience

This document relates to pupils in Key Stage 2.

This policy is intended for all Teaching Staff, the School Governors, Parents and Inspection Teams.

This policy document, after presentation to, and agreement by, the Staff and Governing Body, is distributed to all Teaching Staff and the School Governors. Such distribution ensures the accessibility of the document to visiting Teachers, for example Outreach/Support Staff and to Parents. Extra copies are available from Mrs Lynne Green.

Philosophy

Music is a powerful, unique form of communication that can change the way children feel, think and act. As an integral part of culture, past and present, it can help children to understand themselves and relate to others. The teaching of Music develops children's ability to listen and appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music-making, helping children to acquire a sense of group identity and togetherness. Music increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Subject Aims

Music is a non-core Foundation subject within the National Curriculum. The aims of teaching Music are consistent with Balfour Junior School philosophy and take account of the DFEE Curriculum Policy Document.

The main aim of Music education is to develop children's sensitivity to, and their understanding of, Music, through an active involvement in performing and composing, listening and appraising.

When teaching Music we aim to:

- develop pupils' understanding of a wide range of music
- develop and extend children's own interests
- increase pupils' ability to make judgments on musical quality
- aid the children to acquire the knowledge, skills and understanding needed to make music, for example in community music-making
- develop the pupils' skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, aesthetic sensitivity, perseverance, self-confidence and perception
- promote positive attitudes towards, and enthusiasm for, music work in school
- develop children's social skills and awareness when they make music together
- develop each of the interrelated skills of performing, composing and appraising in all activities.

Children at Balfour Junior School follow the National Curriculum for Music and work at levels appropriate to their ability. It is expected that most children will achieve the standard relevant to their age group.

Objectives

In the teaching and learning of Music, we can identify a number of objectives.

The children should have the experience to enable them to:

- listen and respond physically to many different kinds of music with increasing confidence, skill and expression
- play musical instruments and sing a variety of songs from memory
- add accompaniments
- create, improvise and develop short compositions, with increasing confidence, imagination and control, performing to a group or class
- explore, and enjoy, the way sounds and silence can create different moods and effects
- explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from varying cultures and times.

Extra Music provision

Music support can be offered through the provision of specialist support from several licensed teachers. In addition to these experiences, extra-curricular clubs are run to enhance the Music Curriculum. Balfour Choir is an integral part of life at the school, with always around 110 children rehearsing every week. Children from years 4 to 6 are involved and anyone is allowed to join – there are no auditions.

National Curriculum The Attainment Target in Music sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage. Attainment targets consist of eight level descriptions of increasing difficulty, plus a description of exceptional performance above level 8. Each level description describes the type and range of performance that pupils working at that level should characteristically demonstrate. The level descriptions provide the basis for making judgements about pupils' performance at the end of a key stage.

The majority of pupils are expected to work at:

- levels 1-3 in key stage 1 and attain level 2 at the end of the key stage
- levels 2-5 in key stage 2 and attain level 4 at the end of the key stage.

By indicating expectations at particular levels and by charting broad progression in the subject, the level descriptions can also inform planning, teaching and assessment.

Key Stage 1

During Key Stage 1, pupils build on their natural enthusiasm for music, using this enthusiasm to listen, and respond physically, to a wide range of music. Children explore and enjoy sounds, creating different moods and effects. They play musical instruments, sing songs from memory and create accompaniments with increasing confidence.

Key Stage 2

During Key Stage 2, pupils sing songs, and play instruments with greater confidence, skill and expression. They improvise and develop their own musical compositions, in response to a variety of stimuli. They explore their own thoughts and feelings through responding physically, intellectually and emotionally to different types of music.

The Programmes of Study

The school follows the National Curriculum Programmes of Study. In Music, as in each subject, there are two main requirements.

- Knowledge, Skills and Understanding (what has to be taught in the subject during the Key Stage).
- Breadth of Study (the contexts, activities, areas of study and range of experiences through which the Knowledge, Skills and Understanding should be taught).

Knowledge, Skills and Understanding

Teaching should ensure that listening and applying knowledge and understanding are promoted through the interrelated skills of performing, composing and appraising.

| | Key Stage 1 | Key Stage 2 |
|---|---|---|
| Controlling sounds through singing and playing – performing skills | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use their voice expressively by singing songs and speaking chants and rhymes • to play tuned instruments and rehearse and perform together. | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to sing songs with clear diction, control of pitch, sense of phrase and musical expression • to play tuned and untuned instruments with control and rhythmic accuracy • to be aware of an audience, and to practice, rehearse and present performances. |
| Creating and developing musical ideas – composing skills | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create musical patterns, and explore, choose and organise sounds and musical ideas. | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to improvise and develop rhythmic and melodic material when performing • to explore, choose, combine and organise musical ideas within musical structures. |

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| Responding and reviewing – appraising skills | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to explore and express their ideas and feelings about music, using movement and dance, and expressive and musical language • to make improvements to their own work. | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to analyse and compare sounds • to explore and explain their ideas and feelings about music, using movement, dance and expressive language • to improve their own and others' work in relation to its intended effect. |
| Listening and applying knowledge and understanding | <p>Pupils should be taught how:</p> <ul style="list-style-type: none"> • to listen with concentration and recall sounds with increasing aural memory • to combine musical elements of pitch, duration, tempo and timbre | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to listen with attention to detail and recall sounds with increasing aural memory • to learn how the combined musical elements of pitch, duration, tempo and timbre |

- to explore how sounds can be made in different ways and how music is used for different purposes.

can be organised with musical structures and used to communicate different moods

- to explore how music is produced in different ways and described through relevant established and invented notations
- to understand how time and place can influence the way music is created, performed and heard.

Breadth of Study

Key Stage 1

During Key Stage 1, pupils should be taught the Knowledge, Skills and Understanding through a range of musical activities that integrate performing, composing and appraising. They should respond to a range of musical starting points, working on their own and in groups, and they should listen to live and recorded music from different times and cultures.

Key Stage 2

During Key Stage 2, pupils should be taught the Knowledge, Skills and Understanding through a range of musical activities that integrate performing, composing and appraising. They should respond to a range of musical and non-musical starting points working on their own, in groups and as a class. They should use ICT to capture, change and combine sounds and listen to live and recorded music from different times and cultures.

Curriculum and School Organisation

In order to achieve the aims outlined, the teaching of Music at Balfour Junior School organises activities into a combination of units and topics using Music Express, free composition work, Ocarina/Keyboard activities, Music Box activities and Carousel activities. These are then incorporated into the Integrated Curriculum under topic areas.

Subject planning and evaluation for Music work is undertaken by the Music Co-ordinator and teachers. This is seen in teachers' initial and long-term plans. Planning and evaluation of work in Music is undertaken on a termly basis by the class teacher and can be seen in the short-term plans.

Teaching Music at Balfour Junior School is primarily a practical activity, using the Music resources available for teachers and children, as outlined in the Scheme of Work. This is supplemented by recordings and, whenever possible, live music.

As a curriculum area, Music has a designated Curriculum Co-ordinator. The Co-ordinator receives any information or resources that arrive in school, and decisions regarding Music work and the development of the Music Curriculum in school are made by the Co-ordinator with involvement from the Headteacher as and when necessary.

Scheme of Work

This is based on the National Curriculum and uses the QCA Scheme of work to aid planning. This is incorporated into the Integrated Curriculum, allowing for cross-curricular links within the various Topic areas.

Progression and Continuity

Within the Scheme of Work, learning activities are in sequence to ensure continuity and progression. Progress in Music can be characterised by the children:

- being able to sing in tune, with expression, maintaining their own part with awareness of how the different parts fit together to make the overall effect
- being able to improvise melodic and rhythmic phrases as part of a performance
- composing by developing musical structure
- performing by ear and from simple notations
- being able to describe, compare and evaluate different types of music
- suggesting improvements to their own and others' work.

Class Organisation and Teaching Style

Music is seen as having particular links to work in most Curriculum areas, especially ICT and Art and Dance, and provides opportunities for teaching the following aspects:

- Citizenship
- European awareness
- Multicultural Education
- Equal Opportunities

Music, and the age and ability of our pupils, requires the following resources: musical instruments, video recordings, computer-based material, audio recordings and playing equipment.

Assessment, Recording and Reporting

See Music assessment document. Teacher assessment takes place each term, where the children's levels are recorded according to their skills that they have achieved. The Music Co-ordinator monitors these judgments and listens to a best piece each term from each class. Lesson monitoring ensures that consistency and high standards of delivery takes place.

Resources and Accommodation

A variety of Music resources are kept in school. Musical instruments are kept in the Red Room. Books and recorded music are also kept in the Red Room. These resources are available to all staff. The instruments are a valuable resource and children should be shown the correct way to look after them, so that the instruments are not damaged. This practice is built into the Scheme of Work and should be reinforced throughout the school. Any damage to an instrument should be reported to the Music Co-ordinator who will take the necessary action.

Recording equipment, microphones and sound equipment are stored in the Red Room. These are available to staff and should be returned after use. An audio system is housed permanently in the hall and each year group has access to CD players.

The Music Co-ordinator reviews the use of resources and their storage annually, in consultation with the staff. The Co-ordinator plans the purchase of resources each year, based on the Music budget allocated from the main school budget. This Music budget reflects the degree of priority given to Music in the School Development/Improvement Plan for any one year.

Equal Opportunities

All teaching and non-teaching staff at Balfour Junior School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.

All children are entitled to attend extra-curricular Music activities provided by the school staff for their age group. In Balfour Junior School, extra Music lessons are provided by various licensed teachers, who make charges for these lessons. Children have to provide their own instruments. At present, other instrumental lessons such as mini-bass and brass are provided and paid for by the Wider Opportunities Fund.

Special Educational Needs

All children at Balfour Junior School are given the opportunity to develop skills to the very best of their ability. Wherever possible, all children participate in the whole Music Curriculum. For children who have physical disabilities, some modification might be needed to this area of the curriculum. Any modification is made in consultation with Support Staff and the SENCO. Gifted and talented children should be challenged within the music curriculum lessons. In addition, the instrumental lessons offer a diverse and challenging aspect to music education. The Choir provides opportunities for children to sing, dance and act at a high level. The Music Co-ordinator runs regular West End show trips to London. Year 3 children also take part in the local Medway Festivals.

Links with Other Areas of the Curriculum

As well as making its own contribution to the school curriculum, Music contributes to the wider aims of Primary Education.

English

With careful planning, Music can provide opportunities for children to gain and maintain the interest of an audience as they take part in performances. They can talk about, and discuss, options open to them. They can describe what they see and explain what they intend to do.

PSHE and Citizenship

Throughout the Scheme of Work, children have opportunities to work with others, listen to their ideas and develop good relationships and respect. Music encourages co-operation and collaboration with others, as children play in groups, large and small.

Children develop an understanding of music from different cultures, backgrounds and age groups, recognising the contribution these make and the pleasure they give. Music helps children to develop confidence and responsibility and to make the most of their abilities, for example by taking a lead in performing activities.

History/Geography

The Mini-Musicals which each year group performs as part of the Music Curriculum is linked to either a History or Geography topic, enabling a more creative approach to their learning in these areas.

Evaluation

Evaluation is carried out to improve the teaching and learning of Music within Balfour Junior School. All staff, teaching and non-teaching, appraise the curriculum provision made for Music within the school, in order that pupils make the greatest possible progress. The Curriculum Co-ordinator carries out a detailed assessment. As with all evaluation, the Head Teacher has overall responsibility.

Evaluation includes a regular review of the content of the Music Curriculum to ensure that National Curriculum requirements are being fulfilled. This involves considering the coverage of Programmes of Study at each Key Stage. Pupils' progress and performance is judged, taking account of factors that might influence this, such as teaching methods, resources, Schemes of Work and accommodation. The organisation of the Music Curriculum and teaching styles are evaluated regularly. The effectiveness of any INSET for Music provided internally or by an external agency is assessed.

Evaluation can be by a number of methods, including: the assessment of pupils' work and achievements, the analysis of teachers' planning, discussion amongst groups of staff or all staff, visual and audio evidence, classroom observation, and external inspection and advice.

To be reviewed July 2015