



Rettendon Primary School

Policy on Music

1 Aims and objectives

- 1.1 Music is a unique way of communicating that 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 reflects the culture and society we live in, and so the teaching and learning of music enable children to better understand the world that they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.

2 Teaching and learning style

- 2.1 At Rettendon School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

3 Additional music teaching

- 3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Education Authority's Music Service, and this school has chosen to participate in the programme. Parents who want their children to participate in the scheme must purchase or hire the instrument and 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, such as the guitar, violin, cello or flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson. This can be subsidised by pupil premiums.

4 Music curriculum planning

- 4.1 We carry out the curriculum planning in music in termly themes. Sometimes, the children study music topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum.

5 The contribution of music to teaching in other curriculum areas

- 5.1 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. They use reference books, and develop research skills, when finding out about the history of music and musicians. 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.

- 5.2 Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. 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 are mathematically based.

6.3 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to 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

6.4 Spiritual, moral, social and cultural development

Creating, performing or listening to 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.

7 Music and ICT

7.1 Information and communication technology enhances the teaching of music, where appropriate, in all key stages.

8 Music and inclusion

8.1 At our school, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

8.2 When progress falls significantly outside the expected range, 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.

8.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to music.

9 Assessment for learning

9.1 Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress.

10 Monitoring and review

10.1 The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- gives the staff feedback about the strengths and weaknesses in music and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe music lessons across the school.

12.2 This policy will be reviewed at least every three years.

Signed: J Barber

Date: September 2012

Review September 2015