



Lowerhouse Junior School, Burnley

MUSIC POLICY	
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Inspiring a lifelong love for learning

Aspiration

Integrity

Respect

Resilience

Aspiration Integrity Respect Resilience

Overview

Vision

At Lowerhouse Junior School, we have the following vision for music:

Our music curriculum aims to provide all pupils with an enjoyable, high quality music education which engages and inspires children to develop a life-long love for music from different eras and cultures. We see a music curriculum that is aspirational, increasing self-confidence, curiosity, creativity and imagination and providing opportunities for self-expression and a sense of personal achievement. We want children to participate in a wide range of activities to develop their talents in all aspects of music including rhythm work, instrumental skills, composition, singing and appreciation. We want music to be embedded into school life and for it to be active and influential. When the children are ready, musical notation is taught and children are taught correct musical terminology e.g. rhythm, melody, pitch, dynamics. We aim for music at Lowerhouse to give opportunity for children to become real musicians and given opportunity to perform and share their musical skills. We want to inspire the minds of tomorrow to be creative and proactive musicians and to make musical choices based upon their feelings, understanding and experiences of this subject.

Purpose of study

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 talents as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and listen to with discrimination to the best in the musical canon.

Aims

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

Intention

At Lowerhouse, we want the music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to feel able, reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. We intend for children to;

- 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 use their voices
- have the opportunity to learn to play a musical instrument
- use technology appropriately
- create and compose music on their own and with others
- understand and explore how music is created

All children are actively encouraged and given the opportunity to learn to play a musical instrument, in class, as part of their music lesson, with the visiting peripatetic staff. Musical opportunities in school include weekly class music lessons, bi-weekly phase singing practice, Christmas Carol Concert and end of year production in Y6, and other opportunities when they present themselves. We intend to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. 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.

Implementation

At Lowerhouse Junior School, we use the 'Charanga Music School' scheme of work. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into the scheme, ensuring consistent musical development. By using the scheme, we can ensure that we are fulfilling the aims for musical learning stated in the National Curriculum. It is straight-forward and easy to use, for staff who are less-confident in delivering the subject. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

Curriculum

Our main priority at is to teach and perfect the skills implemented by the National Curriculum for Music. Through our curriculum we aim for children to;

- develop a love of music and their talent as musicians.
- increase their self-confidence, creativity and sense of achievement.
- develop a critical engagement with music, allowing them to compose.
- listen with discrimination.

KS2

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 interrelated 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.

National Curriculum 2014

Cross Curricular Links

The teaching of Music enhances other curriculum areas and teachers' look for opportunity to bridge the curriculum to Music, broadening the pupil's experiences.

Differentiation

The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to their abilities. We achieve this by:

- Setting tasks of varied/ increasing difficulty.
- Opportunities to extend the learning of pupils where appropriate will be built into lesson planning.
- Opportunities for wider development will be provided wherever possible e.g. giving pupils a chance to showcase their work and perform during assemblies and in school concerts.

- Using classroom assistants to support the work of individual children or groups of children.
- Opportunities will be provided for pupils with Special Educational Needs through differentiation in planning and ensure that learning activities are accessible.
- The needs of pupils with physical disabilities will be taken into consideration when planning work.
- Pupils will be supported where necessary by the teacher or teaching assistant.

Assessment and recording

Feedback to pupils about their own progress in Music aims to help children learn by being positive and constructive. Feedback is always given whilst a task is being carried out through discussion between child and teacher. Formative assessment is also used to guide the progress of individual pupils in Music. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Small group discussions in the context of a practical task.
- Specific tasks for individual pupils.
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Peer and Self-Assessment.

Records of progress in music are recorded through video and photographs (parental consent for photographs is given), showing evidence and progress of the children's learning. The children do not have an individual work book for music, but each class has a floor book, to be completed by the teacher after every lesson. Assessments are recorded termly in the school's tracking system.

Reporting to Parents

Reports are completed by the teacher three times a year – two PTCs and a formal written report completed at the end of the summer term, and are based on information gained through assessments carried out throughout the year. Parents are given opportunities to discuss their child's progress at PTCs held at intervals throughout the school year.

Equal Opportunities

The music policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. There is a commitment to value, explore and perform music of all cultures. Music plays an important part in the celebration of religious and cultural festivals.

Resources

The school has a number of tuned and un-tuned percussion instruments including; glockenspiels, drums, tambourines, wood blocks, triangles, beaters of various sizes, as well as computers/tablets.

Responsibility

The subject leader for Music is responsible for:

- providing strategic leadership and vision
- carrying out the requirements of the school improvement plan linked to Music.
- monitoring the delivery of Music and advising on action needed and identifying appropriate staff training
- supporting colleagues in their planning, implementation and assessment of Music and the progress of children against the age related expectations.

- being informed about current developments in the subject.
- maintaining a file/book of evidence, recording a range of music activities throughout the school.
- planning, providing and maintaining resources.

This policy is monitored by the governing board and will be reviewed every other academic year or before if necessary.