

LEYS FARM JUNIOR SCHOOL MUSIC POLICY 2021

Introduction

Music is a unique form of communication and is an integral part of our culture at Leys Farm Junior School (LFJS). It provides an important medium to help children understand themselves, relate to others and the wider world. It is an important subject to develop listening skills, self-discipline and creativity.

Aims and objectives of Music at LFJS

The school aims to deliver a broad and balanced programme of Music, offering opportunities for children of all abilities to access a comprehensive and engaging Music programme, and:

- enjoy a wide range of music and make music themselves;
- increase use of their imagination, creativity, aesthetic sensitivity and fulfilment;
- express themselves and develop emotionally;
- understand alternative forms of communication;
- concentrate and become more self-disciplined;
- develop their ability to listen with intent;
- develop practical skills;
- be encouraged in active involvement with other children to make music collaboratively;
- foster pupils' sensitivity to, and their understanding and enjoyment of, music through an active involvement in listening, composing and performing;
- be provided with the expression and development of individual skills and the sharing experience of cooperating with others;
- singing, playing, composing and listening can give individual and collective satisfaction;
- develop awareness of musical traditions and developments in a variety of cultures and societies;
- have the opportunity to experience a feeling of fulfilment which derives from striving for the highest possible artistic and technical standards.

Intent of the LFJS Music Curriculum

During Key Stage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contributions to a group or class performance. They improvise, develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feeling through responding physically, intellectually and emotionally to a variety of music from different times and cultures. Children will:

- learn music skills in a structured way;
- have opportunities to create, develop and perform their own music;
- develop the ability to prepare musical activities to share with others;
- perform accurately and confidently, making expressive use of the musical elements;
- respond to music, identifying changes in character and mood, appraising and comparing music of many styles and genres;
- develop skills in using voice and instruments, developing self-reliance and self-discipline, perseverance and the managing of time, space and resources.

Implementation of the Music Curriculum at LFJS

Music Lessons

Lessons are provided on a termly basis throughout the year by an outside music teacher provided by North Lincolnshire Music Hub. Each year group is able to participate on a term by term basis, and lessons are linked to topics when possible. We follow the National Curriculum guidance for music. Music lessons are provided on a weekly basis throughout the school, and are taught using a variety of different resources, including Charanga which provides detailed lesson plans and skills progression through the year groups. Activities are planned in such a way as to encourage full and active participation and enjoyment by all children. Each unit of work for music is designed to develop skills and understanding through involvement in the interrelated activities of performing, composing, appraising and listening.

Extra-curricular Activities

Children are provided with the opportunity to partake in school-based extra-curricular musical clubs after school or at lunchtime, including the Leys Farm Choir.

Extra-curricular music visits are offered, to give children the opportunity to perform alongside the wider community, for example other school choirs and youth and professional orchestras. Children in the choirs are able to participate in the Young Voices concerts, the Big Sing concerts and events organised by the Music Hub to enrich the children's musical experiences. Wherever possible children have the opportunity to experience live music and performances.

Music Resources

Music resources are available for use by all. Schemes of work are kept in the music folder in the staff room. Instruments and song books are stored in room 5. Additional instruments are provided by the Music Service where needed, and adaptable lesson plans and related resources are accessible through the Charanga website.

Impact of Music at LFJS

- through planning, teachers ensure the improving quality, depth and breadth of pupils' musical responses over time;
- planning shows awareness of building upon prior musical learning;
- outcomes develop quality of response and degree of musical accuracy;
- expression, feeling, sensitivity and sophistication should increase with the appropriate accuracy;
- pupils should be ambitious to improve their musicality;
- good assessment leads to an enhanced musical response from the pupil- more focused and perceptive listening, better control or expression in performance, or the creation of more complex musical ideas.

Monitoring and Review

The Music subject leader is responsible for keeping samples of children's work, where possible, in a portfolio along with copies of long- and medium-term planning from each year group. The subject leader is responsible for ensuring that staff are kept up to date with new initiatives and changes to the curriculum.

Wherever possible (budget allowing), staff will be offered opportunities to attend relevant training and continuing professional development (CPD) sessions/courses. This will be arranged through liaison with the CPD co-ordinator.

Assessment of Music at LFJS

Assessment is an on-going process which takes place over the period of the whole key stage. Teacher assessments will be performed on pupils in order to monitor progress and inform school reports. We evaluate short term plans by stating which children were able to complete the tasks. Audio and Visual recording of performances will also give children the opportunity to assess themselves. Using ICT to create and record music will provide more assessment evidence. Annotated scores and a listening diary are other methods available where appropriate.

This is used to inform the next lessons planning. Once the children complete a topic, we record the key skills they have been able to complete using non-core assessment criteria. We use these records to inform future planning, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the academic year. All class teachers are responsible for this ongoing recording and assessment.

Music is taught to all children, whatever their ability. 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 progress. We achieve this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Where attainment falls below the expected range, a review of resources available and the environment in which the children learn is undertaken in order to provide additional or different action to help the child learn more effectively.

Where children are to participate in activities outside of the classroom we carry out risk assessment prior to the activity to ensure that the activity is not only safe but also appropriate for all pupils.

Impact of Music on Teaching in Other Areas of the Curriculum

Most music is taught as a stand-alone subject.

Although Music does not have the same weighting of impact on other curriculum areas as other foundation subjects, it still contributes to core subjects such as Math in the teaching of time signatures and measuring pauses or lengths of notes; English the impact is on reading and the performing of the written word through song, with strong links to poetry. Information technology is important in the recording and editing of music created and in personal, social and health education (PSHE) and citizenship, the rich variety of Music available in this and other countries is important in how children can learn how society is made up of people from different cultures and start to develop tolerance and respect for others through study of music from other cultures and countries around the world.

There are also opportunities within other subjects to develop musical skills:

- Science curriculum (topics on sound)
- PE curriculum (dance)

- English curriculum (where it can act as a stimulus but also to develop listening skills)
- RE curriculum (sacred music)
- Art curriculum (as stimulus for creative work)
- History curriculum (listening to music of certain eras being studied)
- DT curriculum (making musical instruments)
- ICT curriculum (Making sound with computers, e.g. garage band on iPads).

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse needs and be aware of the needs of different genders, special educational needs, disability, as well as different social, cultural and ethnic backgrounds. Teachers will be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly by making effective provision and liaising with appropriate staff. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

British Values

When teaching Music, as in all subjects, we contribute to the children's spiritual development where possible. Children understand how we are linked with people from other cultures, races and religions throughout the world. The Music programme of study also enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Resources

We have a wide range of resources to support the teaching and learning of Music both from internal and external sources. We are aware of the need to regularly review our policies to take account of the new initiatives, changes in curriculum or developments in technology.

Reviewed: September 2021