



Godmanchester
Community Academy

Music Policy

September 2015

TOGETHER WE

Inspire

Enjoy

Achieve



Godmanchester Community
Education Trust

"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 talent as musicians, and so increase their self-confidence, creativity and sense of achievement"

Aims

We aim to provide every child with a rich and diverse musical experience through a range of activities. It is hoped that this will provide a foundation for life-long enjoyment of the subject.

Within Music at Godmanchester Community Academy we aim to engage children in the exciting experience of making and responding to music by providing opportunities to:

- encounter and appreciate a range of music from different times, cultures, traditions and societies.
- develop understanding and enjoyment of music.
- extend and develop their own interest and increasing ability to evaluate musical quality.
- acquire the knowledge and skills necessary to compose and perform music, both in school and in the wider community.
- develop skills, attitudes and attributes that can support learning in other subject areas and enhance life, including listening skills, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence, collaborative skills and sensitivity to others.

Teaching Objectives

During their time in Foundation Stage, children learn to:

- recognise and explore how sounds can be changed.
- sing simple songs from memory.
- recognise repeated sounds and sound patterns.
- match movements to music.

Throughout Key Stages 1 and 2, music teaching should develop the interrelated skills of performing, composing and appraising in all activities. Through these, children should be able to apply and extend their knowledge and understanding of music, as well as their listening skills.

In particular, by making and responding to a wide range of music, children should be helped to understand:

- how sounds are made, changed and organised.
- how music is produced
- how music is influenced by occasion, culture, purpose and venue

Key Stage 1

During Key Stage 1 children are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Stage 2

During Key Stage 2 children are 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 are 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 inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notation
- 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

During their time at Godmanchester Community Academy, all children are also given the opportunity to experience the discipline and enjoyment of learning to play a musical instrument.

Planning

The foundational skills for much of Key Stage 1 music will be laid in the Early Years. Children will begin to join in at their own level with nursery rhymes and simple action songs, along with general explorations of sound, rhythm and movement. Above all, the enjoyment of music will be fostered.

In broad terms, the areas covered would be:

- Performance- Learning and memorising songs, composing own pieces of music and growing in confidence to perform these to their peers.
- Composition- Listening Activities: building up children's listening skills by differentiating sounds, e.g. inventing sounds for characters in stories; distinguishing whether the note of a chime bar is short or long, high or low; recognising repeated sounds and sound patterns.
- Pitch – Exploring through playing: Children playing instruments/ use their voice to explore pitch. Instruments explored should be tuned and untuned.
- Exploring sounds- Creating Music Activities: exploring how sounds can be made changed using instruments.

- Beat performance- Body Control Activities: improving physical dexterity, e.g. quiet tambourine races, body percussion.
- Notation- Learning to write music using formal notations on a staff and pictures or symbols to represent instruments, notes and pitch.

Music lessons within the classroom are taught using Music Express planning scheme. The lessons that are taught throughout the school provide full coverage of the National Curriculum for music in the Foundation Stage, and Key Stages 1 and 2. The whole school music curriculum is constructed to promote the consolidation and progression of skills for every child as they move up the school, the continuity of aims, and a high quality of teaching and learning.

Cross-Curricular Links

Music Express is arranged into six topics across each year group. These topics have been arranged in the music curriculum map to ensure curriculum coverage. These are slotted where possible into the wider topic to make clear cross curricular links. In addition teachers are encouraged to integrate music into other curriculum areas where possible to enrich the children's learning, For example,

- *ICT* - use of music software to create and manipulate sound, interactive whiteboard resources.
- *Science* - how sound waves are produced, how instruments produce sound.
- *English* - music to accompany a poem, to stimulate discussion or creative writing; promoting communication skills through collaborative composition and performance work; developing language skills through singing; writing song lyrics.
- *Maths* - fractional value of notes (half notes, quarter notes, etc); observing patterns in music; learning maths skills such as times tables through songs
- *History* – music and musical instruments of different periods (such as Tudor Music; Anglo-Saxon past-times and Egyptian dance).
- *PE* - dancing of any style; understanding of rhythm and movement in gymnastics.
- *RE* – considering music of different religious traditions, enhanced meditation.
- *PSHE* – evoke emotional response, nationalistic characteristics, citizenship.
- *Community Cohesion* – Excellence and enjoyment, Every Child Matters.
- *Art* – responding to music through creating pictures; using pictures to inspire music.

Assessment, Record Keeping and Reporting

Units of work are taught through key learning objectives (taken from the National Curriculum and the Music Express units) which are shared with the children each lesson. Assessment of how well the children meet these objectives will be through the ongoing observation of practical activities and discussion in class.

Where possible the class teacher will collect evidence of pupils' progression through pictures, recordings and photocopies of work where possible (e.g.: for notation work).

The child's effort in music learning and participation will be reported to parents in the annual report to parents.

Equal Opportunities

Music provision must be for all children, and a balanced and progressive programme will be provided which takes account of their ability, special needs, culture, gender and background. It is important to consider the specific needs of children in a class to ensure any activity will give opportunity for all to learn and succeed.

Care should be taken to include music from many cultures, particularly those represented in the class. This will help to develop positive attitudes amongst the children towards other cultures and societies. It is important to remember that music could be used as a communicative tool to support children learning English as an additional language. Other considerations should be for activities that will appeal to both boys and girls, and advice should be sought on how best to cater for those with hearing impairments.

During musical activities, it is important to nurture an ethos where all children feel able to participate and know that their contributions are valued. Co-operation, respect and appreciation of others' work are vital in developing confident musical expression.

SEN and Differentiation

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. Therefore music helps to focus on what makes children similar and equal – not different. Guidelines for teaching music to children with special educational needs (lower ability) are given in the scheme of work for music.

Where pupils have special educational needs which are not identified as being learning difficulties but require other special provision (e.g. technological aids) then we will as a school endeavour to make provision.

Spiritual, Social, Moral and Cultural Aspects

Music provides a useful medium for the teaching of spiritual, social, moral and cultural issues. Opportunities should be provided for reflecting upon the more expressive and emotive nature of music. Children can express themselves in their own creative work and in response to a musical performance, which can help them appreciate how music can change people's behaviour and mood. They can be encouraged to see that music can be a powerful form of communication between the composer/performer and their audience. It is also an international language, understood and used around the globe. Through exploring music of many cultures the children can celebrate the rich diversity of one another's cultures, as well as the similarities and differences between them. Songs for singing in school assembly are chosen specifically to contain thought-provoking lyrics, to encourage children to reflect upon and consider the words of the songs they sing. Making music together offers the opportunity to develop skills in working effectively with others. Performance of music can contribute to building confidence and self-esteem. Music also provides opportunities for children to be involved in the wider community, for example through performances of visiting musicians or taking part in musical events outside school.

Additional Musical Activities

A weekly Singing Assembly provides children with the opportunity to sing together as a large group with live accompaniment. Children also hear a variety of recorded music on entering and leaving the Hall, related to a particular theme, such as a brief tour of the history of classical music or of world music. This broadens their general musical knowledge.

Other opportunities for musical performance are open to all through the Christmas Concerts and other musical productions.

Extra-curricular musical activities are often provided. Currently, for example, the school choir meets, giving opportunities to extend and challenge the vocal skills of children in Key Stage 2, as well as being a source of enjoyment. The choir is open to all who are enthusiastic and committed, regardless of ability. There have been opportunities for the choir to perform both in school (in assemblies and concerts for example) and the wider community.

In addition to extra-curricular activities provided by staff, the school is able to offer instrumental tuition of piano, violin, voice, recorder, saxophone, clarinet, drums and guitar through Huntingdonshire Music School (HUMS), to those interested and other instruments are available for tuition if requested by parents. These are with a HUMS teacher during the school day, either individually or in a small group. Parents pay termly for these lessons.

Resources

The school has a wide variety of both pitched and non-pitched instruments. There is a selection of instruments which are stored in accessible locations, and there is a central store of larger instruments such as drums, xylophones, glockenspiels and the keyboards.

There is also a wide range of CDs to help with teaching music. Every classroom has a DVD/CD player on the class teacher's desktop or laptop.

There is a large stereo system and screen available to project images in the Hall, suitable for assemblies, concerts and performances. The screen can be used to allow the children to view scores, and for listening to and evaluating their own performances, allowing them to develop their skills of appraisal and music reading.

The 2 school pianos are tuned regularly.

The CIMA hall is an excellent resource for music rehearsing and lessons as well as the school hall with the facilities for full scale productions with a stage, sound system and lighting rig.

Roles and Responsibilities

The Headteacher:

The Headteacher will actively support by encouraging staff, praising good practice and supporting staff development and in-service training

The Music Subject Leader:

The Music Subject Leader will follow the guidance set out in the stages of subject leadership document.

The Class Teacher:

The Class Teacher will be responsible for the teaching of music as set out in this policy.

Policy Details	Date	Name
Policy approved by Senior Management:	September 2015	Rod Warsap
Policy approved by Senior Governor	September 2015	Roger Coxhead

Date of next review: **September 2017**

Policy Section: Section 1A – Curriculum Policies (Pupils)

Policy reference: GCA - 1A/ 09 MU

National curriculum aims:

The national curriculum for music aims to ensure that all pupils:

- 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 to use their voices, to create and compose music on their 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 the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Key stage 1

By the end of KS1 pupils should have been taught to:

use their voices expressively and creatively by singing songs and speaking chants and rhymes.

play tuned and untuned instruments musically.

listen with concentration and understanding to a range of high-quality live and recorded music.

- experiment with, create, select and combine sounds using the interrelated dimensions of music.

Year 1	Year 2	Other opportunities
A1 - Weather/Seasons (exploring sounds)	A1 - Ourselves. (exploring sounds)	Harvest singing Y2-Topic-singing in a round- London's Burning. Y1-Phonics singing
A2 -Pattern (beat)	A2 - Travel (performance)	Christmas play singing
SP1 -Travel (performance)	SP1 - Story time (exploring sounds)	
SP2 - Our bodies (beat)	SP2 - Our land (exploring sounds)	Easter singing
Sum1 -Our school (exploring sounds)	Sum 1 - Water (pitch)	
Sum 2 - Animals (pitch)	Sum 2 - Pattern (beat)	Picnic in the Park singing

*All of the topics incorporate more than one element of the expected skills, they have been categorised by their main theme.

Key Stage 2

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.

By the end of KS2 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

Year 3	Year 4	Other opportunities
A1- Poetry (Performance)	A1- Poetry (Performance)	
	A1-Environment (composition)	
A2- Communication (composition)	A2- In the past (notation)	
SP1- China (Pitch)	SP1- Communication (composition)	
SP2-Sounds (Exploring sounds)	SP2- Singing Spanish (Pitch)	
Sum1- Time (Beat)	Sum 1- Building (Beat)	
Sum 2- Food and drink (Performance)	Sum 2- Ancient words (Structure)	

*All of the topics incorporate more than one element of the expected skills, they have been categorised by their main theme.

Year 5	Year 6	Other opportunities
A1- Our Community (Performance)	A1- Rainforest music	
A2- Solar system (Listening)	A2- World Unite (step dance performance)	
SP1- At the movies (composition)	SP1- Roots (Mini musical performance)	
SP2- Keeping Healthy (Beat)	SP2- Journeys (Song cycle performance)	
Sum1- Celebration (Performance)	Sum 1- Growth (Street dance performance)	
Sum 2- Life Cycles (Beat)	Sum 2- Class awards (Awards show performance)	
	Sum 2- Moving on (Leavers' assembly performance)	

*All of the topics incorporate more than one element of the expected skills, they have been categorised by their main theme.