

Hill Top Academy



'Every child, Every chance, Every day!'

Music Policy

HILL TOP ACADEMY

Music Policy

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This policy was reviewed by Governors on 10/01/2017 and agreed that it be reviewed on a 3 yearly basis

To be reviewed November 2021

Hill Top Academy

Music Policy

Purpose

This policy reflects the academy values and philosophy in relation to the teaching and learning of and with Music. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the skills document for Music which sets out in detail what pupils at different levels and year groups will be taught.

This document is intended for

- All teaching staff
- All staff with classroom responsibilities
- Academy governors
- Parents
- Inspection teams

Copies of this policy are kept centrally and are available from the Principal and the subject coordinator.

The Purposes of Music at Hill Top Academy

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 enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Aims of Music

The aims of music teaching are to enable children to:

- Know and understand how sounds are made and then organised into musical structures;
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written;
- Develop the interrelated skills of performing, composing and appreciating music.

Curriculum and Organisation

Our academy uses the Charanga Music Scheme to guide their planning and delivery in Music. We select appropriate skills to best suit previous learning and to create strong links with our topic and text led approach. We also use commercial resources, such as Young Voices material to support the development of singing in Key Stage 2.

We carry out the curriculum planning in music on a half termly basis, which is linked to the half termly topics. Currently Music is taught by the class teacher to the class, apart from in Year 4 where music specialists teach whole class brass. Sometimes the children study music topics in conjunction with other subjects, particularly at Key Stage 1. In addition to this, singing is taught to all pupils on a weekly basis in a singing assembly for either KS1 or KS2.

Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

Foundation Stage

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Teaching and Learning

At Hill Top Academy 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. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. 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 how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children
- Additional Music Teaching

In year 4, 5 and 6 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/or Schools Music Service and this academy 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. In the first year of peripatetic lessons the loan of the instrument is free, if the child wishes to continue there will then be a termly fee. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the violin, clarinet and flute.

In addition to this, peripatetic lessons are given to whole classes in year 4; one class is taught brass. This is in addition to the normal music teaching of the academy, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

Contributions of Music to other curriculum areas

English

Music contributes significantly to the teaching of English in our academy 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.

Mathematics

Music contributes to the teaching of mathematics in that 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 is mathematically based.

Information and communication technology (ICT)

ICT is used in music where appropriate. Children use computer programmes to compose music. They also use ICT in music to enhance their research skills through the Internet and CD ROMs. They listen to music on the Internet and they also record their own compositions to send to other academies electronically. Children improve the presentation of their work through the use of ICT.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and 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. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at academy.

Spiritual, moral, social and cultural development

Listening, creating or performing 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. Children at Hill Top Academy have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Assessment

Teachers assess children's work in music by recording their achievement on Class Track, in order to judge if they are achieving National Expectations by the end of the year.

The music subject leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected level of achievement in music for each age group in the academy.

Inclusion

We recognise Music offers particular opportunities for pupils with special educational needs and more able children and /or children with English as an additional language for example.

We teach music to all children, whatever their ability, in accordance with the academy curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Roles and Responsibilities

Senior management

The overall responsibility for the use of Music rests with the senior management of an academy. The Principal, in consultation with staff:

- determines the ways Music should support, enrich and extend the curriculum;
- decides the provision and allocation of resources ;
- decides ways in which developments can be assessed, and records maintained ;
- ensures that Music is used in a way to achieve the aims and objectives of the academy;
- ensures that there is an Music policy, and identifies an Music co-ordinator.

Music Coordinator

There is a designated Music Co-ordinator to oversee the planning and delivery of Music within the academy.

The Music coordinator will be responsible for

- raising standards in Music as a national curriculum subject
- facilitating the use of Music across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the Music curriculum and reporting to the Principal on the current status of the subject.

The Peripatetic Teacher

There is a designated peripatetic teacher for brass, string and for the small group lessons, who will be responsible for the planning and conducting of these lessons. In addition they are also responsible for the organisation of musical instrument loans.

The Classroom Teacher

Even though whole academy co-ordination and support is essential to the development of Music capability, it remains the responsibility of each teacher to plan and teach appropriate Music activities and assist the co-ordinator in the monitoring and recording of pupil progress in Music.

Monitoring

Monitoring Music will enable the coordinator to gain an overview of Music teaching and learning throughout the academy. This will assist the academy in the self-evaluation process identifying areas of strength as well as those for development

In monitoring of the quality of Music teaching and learning the Music coordinator will:

- Scrutinise plans to ensure full coverage of the Music curriculum requirements
- Analyse children's work
- Observe Music teaching and learning in the classroom
- Hold discussions with teachers
- Pupil Interviews

There is an annual review of this policy by the Music coordinator

Resources

There are sufficient resources for all music teaching units in the academy. We keep resources for music in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and computer software to support children's individual research.

Musical Performances

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a academy choir which we encourage all children to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example Christmas concerts, Tesco's and Young Voices.

When we have a sufficient number of children learning a musical instrument in year 4, these children also perform an end-of-year concert for parents to demonstrate their progress through the year.

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Chair of Governors



Principal



Date 09/10/2018