



## ST. STEPHENS COMMUNITY ACADEMY



### Policy for Music

#### Introduction

- This document is a statement of the aims, principles and strategies for teaching and learning Music at St. Stephens Community Academy.
- **What is Music?**
- Music is concerned with the creative, aesthetic and emotional response to rhythmic combinations of sounds. Music education has two strands; creation and evaluation. The creative element involves children in using a variety of instruments for composing, improvising and performing.

The evaluative element enables pupils to develop skills in listening to and appraising their own work and that of other musicians and composers and to understand the value and significance of Music in society.

#### Aims

**Our Aims in teaching Music** are that all children will build upon their natural responses to music to:

- find enjoyment in creating music and see themselves as musicians.
- find a lasting sense of purpose, achievement and fulfilment in musical expression.
- develop skills to use a range of instruments (including the voice) and techniques competently
- feel able to express their ideas and feelings through musical creation
- learn to listen analytically
- develop an appropriate vocabulary to help them understand and discuss their own work and that of others
- understand the relationship between sound and symbol and develop a working knowledge of systems of notation for use in composing and performing.
- appreciate and evaluate the work of a range of composers and musicians from their own and other cultures.

#### Principles of the Teaching and Learning of Music

**Music is important because:**

- making music is a pleasurable activity which can provide fulfilment throughout life
- appreciation of music is heightened by understanding
- knowledge of the work of a range of musicians and composers contributes to cultural understanding
- **Music** is a foundation subject in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in "Music in the National Curriculum" where they are categorised into 2 attainment targets:
  - performing and composing
  - listening and appraising

## Strategies for the Teaching of Music

**The Music Curriculum is organised** as part of an integrated approach to learning wherein wherever possible the teaching of music is integrated into topics followed in classrooms. The Charenga Scheme of work has been adapted to fit our school's curriculum and is implemented throughout the school. Music is also taught as an integral part of the Music, Art, Dance and Drama Scheme of work for Literacy. A thematic approach is also adopted in Reception and Nursery whilst following Early Learning Goals.

**The Predominant mode of Working in Music** is co-operative group work although individual work and class teaching are used where appropriate. Within this structure

- groups are usually of mixed ability
- relevant discussion is encouraged.

**Music is Taught through a combination of direct teaching and integrated activities**

- class teachers deliver music lessons and develop children's skills in listening and appraising.
- pupils have 20 minutes listening activities and singing practice timetabled each week.
- extra-curricular activities music teaching is offered for guitar, keyboards, violin, cello and drumming. A school choir is run during the year.
- Cornwall Music Services teachers deliver music lessons focused on playing instruments, reading and recording music.
- we also offer music nurture groups weekly via Cornwall Music Hub and enrichment opportunities termly e.g. visiting dance/music groups, joining in community music events and our school samba band involvement in local events.

**Support Staff are used in Music** to assist

- in the classroom by supervising group activities
- on outings and visits to concerts (in and out of school) and other productions
- in providing other help, such as demonstration of specialist instrumental skills.
- in the preparation of activities, e.g. introductory work with hearing impaired children.

**Pupils with Special Needs** are often able to find areas of strength in Music.

They include:

- pupils with learning difficulties who are given extra opportunities for musical development and performance
- pupils with particular ability and flair for Music who are extended through more challenging activities.

**Homework** is occasionally used to support Music through tasks such as

- library research into our diverse musical heritage
- bringing instruments, taped music or other artefacts from home into school.

**Visitors to the School** enrich the Music curriculum. They include

- instrumental groups (brass, woodwind, strings)
- production troupes and workshops from a variety of cultures.

**The Emphasis in our Teaching of Music** is on learning through doing and we aim to help each child achieve competence and control in

- movement
- singing
- using body percussion
- making and classifying sounds
- distinguishing pitch, dynamics, duration, tempo, form, timbre and texture
- using instruments
- listening and responding
- using a variety of forms of notation.

**Excellence in Music is celebrated** in performance including

- annual large- scale performances, e.g. at Christmas and Harvest time which give each child an opportunity to participate
- smaller scale performances of groups or individuals in class or school assemblies
- performances of the extra-curricular music groups in assembly
- performances in the Nursery at Christmas and Harvest time.
- participation in community events such as St Piran'celebrations and Launceston Town Band concerts.

### **Strategies for Ensuring Progress and Continuity**

**Planning in Music** is a process in which all teachers are involved, wherein

- the foundation for curricular planning is the Whole School Development Plan, developed through a process of collaboration between staff, and approved by governors
  - a cycle of topic plans is drawn up by staff in Key Stage groups and is carefully balanced to ensure full coverage of the National Curriculum.
  - a progression through the stages of learning in Music is monitored by the Music subject leader to ensure continuity and progress
  - Long, medium- and short-term planning is monitored by the head teacher and Music subject leader.
- The Music subject leader is Mrs. Rachael Jenkins.

**The Role of the Music subject leader** is to

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Music throughout the school
- co-ordinate extra-curricular activities where these are offered with the Head teacher and Ms. Kari Gilbert (Cornwall Music Service)
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- monitor progress in Music and advise the head teacher on action needed
- take responsibility for the purchase and organisation of central resources for Music
- keep up-to-date with developments in Music education and disseminate information to colleagues as appropriate

### **Feedback to pupils** about their own progress in Music

- aims to help children learn by being positive and constructive
- is always done whilst a task is being carried out through discussion between child and teacher

**Formative Assessment** is 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 assignments for individual pupils
- individual discussions in which children are encouraged to appraise their own work and progress

### **Strategies for Recording and Reporting**

Records of progress in Music are kept for each child.

They contain a record of progress in each attainment target.

**Reporting to Parents** is done through interviews and annually through a written report.

Reporting in Music will focus on each child's:

- ability to synchronise movement with sound
- speed in learning new concepts
- confidence in performing solo or in a group
- listening and appraising skills

**Formal Summative Assessment** is carried out at the end of each National Curriculum Key Stage (i.e. in years 2 and 6) through the use of teacher assessment.

### **Strategies for the Use of Resources**

- **There are no main school classroom resources for Music**, all resources are held centrally in the Music cupboard or Meeting room. Our drum kits are stored in the additional room on our Pre-School site, The Pre-school has a small collection available.
- **Central Resources in Music** are the responsibility of the Music coordinator who has a small budget available. They include
  - pitched and unpitched percussion instruments
  - recording equipment
  - Online subscriptions
  - Music Services

**Information Technology** is a resource which is used in Music for

- recording
- composing
- use of internet for information about composers etc.

**The Library** is used for Music for

- reference - a selection of books is available covering, for example, musical instruments, classical and modern composers, the music of other cultures.

**Health and Safety Issues in Music** include

- use of instruments in accordance with health and safety requirements
- appropriate storage of instruments.

This policy will be reviewed annually.