



St Alban's C of E Academy
Music Policy

Music Policy

Music at St Alban's

Music is part of everyone's life and from birth onwards, we are surrounded by sounds. As we develop, we explore these sounds and use them in a variety of ways. Through this essentially practical approach, both in and out of school, we gain musical knowledge, skill and understanding.

Aims of music at St Alban's

Music is a unique way of communicating that can inspire and motivate children – whether it is as a main lesson or integrated into others. It is a vehicle for personal expression and it can play an important part in the personal development of children. 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, as well as teaching them about different cultures and societies around us. 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.

The aims of music teaching are to enable children to:

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

Throughout year groups, these aims and objectives will look different through the use of resources used, styles of music taught and influences used to help children understand the purpose.

Teaching and learning style at St Alban's

At St Alban's we make music an enjoyable, explorative learning experience. We encourage children to participate in a variety of musical experiences where 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, to listen to more extended pieces of music and to comment on how the pieces of music make them feel and why. We teach them the disciplined skills of recognising pulse and pitch and also teach children how to work with others to make music and how individuals combine together to make sounds.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities, as we do in all of our lessons, 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 including: setting common tasks which are

open-ended and explorative; setting tasks of increasing difficulty; grouping children by ability when appropriate or using mixed-ability groups; providing resources of different complexity; and using adults within the classroom to support the work of individuals or groups of children.

The curriculum at St Alban's

Our school uses the national scheme of work for music as the basis for its curriculum planning and we use the scheme "Charanga" to supplement this. Charanga is "an award-winning, modern-day resource for primary music which includes: a complete scheme to teach the national curriculum for music; a growing library of songs, topics, instrument courses and creative apps; and support for assessment, SEND and personalised teaching and learning."

While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each half term during the year group and the music subject leader works this out in conjunction with teaching colleagues in each year group and the support of the Charanga scheme. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum. The medium-term plans, which we have adopted from the national scheme and Charanga, give details of each unit of work for each term. The music subject leader is responsible for reviewing these plans. The class teacher writes the short-term lesson plans, which list the specific WALT of each lesson and the WILF which will support the children in achieving their aim. The class teacher is responsible for keeping these individual plans, and the class teacher and music subject leader will discuss them on an informal basis.

Music in other areas of our curriculum

English

Music contributes significantly to the teaching of English in our school 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. Music is also used within our comprehension lessons to support the process of making inferences and understanding the use of words and phrases for different meaning.

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 schools electronically.

Personal, health, social and citizenship education (PHSCE)

Music contributes significantly to the teaching of PHSCE teaching. Through the common goal of making music, children learn to work effectively with other people and build up good relationships.

Inclusive teaching

At our school we teach music 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 inclusive teaching. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do 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.

When progress falls significantly outside the expected standard, we ensure that children can access the learning using a range of strategies – classroom organisation, teaching materials, teaching style, differentiation – so that we can take differentiated action to enable the child to learn more effectively.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to music, which the class teacher will set in dialogue with the SENCO, and will target the children's targets.

Assessment at St Alban's

Class teachers assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work or on a unit, the teacher marks the work and comments as necessary, or comments on their plans to show how well the children have achieved.. We use this as the basis for assessing the progress of the child across a unit and across a year and we pass this information on to the next teacher at the end of the year.

St Alban's School Choir and musical events

As one of the after school clubs offered to the children, the school choir allows children to extend their music learning and showcase what they have learnt in assemblies or public performances such as the Christmas Concert at St Alban's church or Wednesfield lights switch on.

Each year, the whole school take part in musical performances based around Christmas and Easter and these take place at St Alban's church.

Each year group also carries out a musical performance based around their chosen topic to the school and parents/carers.

Monitoring and review at St Alban's

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music, as are the class teachers who deliver the weekly lessons. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.