

RED ROSE SCHOOL MUSIC POLICY

Updated: October 2017

All policies are to be read in conjunction with the School's statement of its goals (Sec1 Chap1), ethos (Sec1 Chap3) and curriculum planning (Sec3 Chap4). This policy outlines the purpose, nature and management of the Music taught at Red Rose School.

Note: Music includes the study of Music Technology.

THE IMPORTANCE OF MUSIC

Music is a unique form of communication that can change the way pupils feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop pupils' competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps pupils understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world.

Music education encourages active involvement in different forms of music-making, both individual and communal, helping to develop a sense of group identity and togetherness. Music can influence pupils' development in and out of school by fostering personal development and maturity, creating a sense of achievement and self-worth, and increasing pupils' ability to work with others in a group context.

Music learning develops pupils' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgements about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment.

AIMS AND OBJECTIVES

We aim to:

- √ to provide equal access to develop skills, knowledge and understanding
- √ to provide equality of opportunity for every child to experience and share in a wide variety of music and songs from different styles and cultures

We understand music to be:

- √ an expressive art through which one can communicate and share

- ✓ sounds regardless of age, gender, race or class
- ✓ a vehicle for personal and communal expression through performing and composing
- ✓ a fundamental and life enhancing experience which is practised in all cultures and societies
- ✓ an assistance with artistic and aesthetic development through a cross curricular and multi-cultural approach

We aim to encourage the development of:

- ✓ enjoyment; enthusiasm; confidence; satisfaction and technical ability through practical involvement
- ✓ perceptual skills through listening, performing and composing
- ✓ a wide variety of personal and group responses to sounds, demanding an involvement intellectually, physically, spiritually and emotionally
- ✓ using different ways to represent sounds graphically and symbolically
- ✓ technology as a tool for creating, manipulating and storing

We aim to:

- ✓ enable each child to grow musically at his/her own level and pace;
- ✓ foster musical responsiveness;
- ✓ support children's instinctive drive for sensory experience;
- ✓ give pupils a means of both verbal and non-verbal experience;
- ✓ develop awareness and appreciation of organised sound patterns;
- ✓ develop instrumental and vocal skills;
- ✓ develop aural imagery;
- ✓ develop sensitive, analytical and critical responses to music;
- ✓ develop capacity to express ideas, thoughts and feelings through music;
- ✓ develop awareness and understanding of musical traditions, styles and cultures from other times and places;
- ✓ develop the experience that derives from striving for the highest possible musical and technical standards;
- ✓ foster enjoyment of all aspects of music.

Extra curricular activities are available to any pupil who wishes to participate.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/210969/NC_framework_document_-_FINAL.pdf

From the National Curriculum England Final:

Music Purpose of study 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

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

Pupils should be 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

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. 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 inter-related 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.

Key stage 3

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles. Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

Attainment target level descriptions

See Attainment Target Spreadsheet in gDrive.

TEACHING

Teaching is carried out in small groups with curricular links through drama and expressive arts and music technology.

CURRICULUM PLANNING

We plan our curriculum in three phases. We agree a long-term plan which indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis and adaptations are made and recorded. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

THE CONTRIBUTION OF MUSIC TO OTHER SUBJECTS

Literacy

Examples of musical activities and tasks which support the development of literacy:

- √ listening skills: associated with creating rhythmic patterns using syllables and rhyming patterns using structure
- √ comprehension: when an appropriate sound response is made to given words and phrases to enhance the meaning
- √ reading musical scores: following the same left to right procedure and interpreting symbols and introducing vertical as well as horizontal reading (linked to bus/train timetables for example)
- √ speaking: developing the ability to evaluate and discuss musical sounds using appropriate vocabulary
- √ story structure: with beginning, middle and end and musical structure, with introduction, middle section and coda
- √ characterisation of a plot: as in songs or music which have a story
- √ recognising silent letters: as with a symbol for a rest in music •
punctuation: commas and semi colons to indicate a space of time - in music , phrase marks or comma above the musical stave and a full stop at the end is like a double bar line in music

Numeracy

Examples of musical activities and tasks which support the development of numeracy:

- √ number sequencing - metre (beats in a bar)
- √ time and space, linked to tempo and duration
- √ patterning – rhythmic and melodic repetition, symmetry – a rhythm or melody played backwards
- √ counting – layers of sounds in musical texture and rounds and accumulative songs

ICT

Pupils are given the opportunity to use a variety of Information and Communication, resources and tools. These include CD players, computer software, and digital camera/ video to record sound and pictures.

Technology resources for listening, accessing information, performing, composing and storing sounds.

Drama & Expressive Arts

There is an obvious and direct link with music and drama and expressive arts.

Physical Education

Music is used in various PE lessons. e.g. Street dance.

Peripatetic Lessons

All children are given the opportunity to take additional music lessons throughout the week. Saxophone, Guitar and piano lessons are currently available. Children's learning in this time is shared and promoted to encourage music in the school.

European Projects

Our children are involved in our European Projects which often includes the use of music to provide a starting point through which the children can communicate.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to the various music genres. Music permeates society through various media and our pupils easily relate to this music. Through the media of music are able to discuss social and health issues .e.g. sexual relations and drugs.

Spiritual, moral, social and cultural development

Music enables children to link with their feelings and this then can be linked to discussions on moral, social and cultural issues.

ASSESSMENT AND RECORDING

Our pupils undertake AQA Unit Awards and Arts Awards.

EMBEDDING PERSONAL LEARNING AND THINKING SKILLS - HOW WILL WE KNOW WHEN WE ARE ACHIEVING OUR AIMS?

In planning for progression, it is important to develop a clear picture of how learners demonstrate PLTS in the context of teaching and learning in music and how those skills can raise achievement in this subject. For example, learners may demonstrate that they are:

- ✓ making personal choices about their learning and identifying ways to improve their work, for example by selecting their own musical activity
- ✓ drawing on their own experiences and making connections with different musical activities and with other areas of the arts, for example between popular and classical culture
- ✓ extending and transferring their skills and understanding with more confidence and creativity, using processes to produce increasingly complex outcomes

- ✓ engaging with and applying their music beyond school contexts for a specific purpose, for example to participate in an international competition, to develop friendships or for their own pleasure.