



Southfields Primary School

Music Policy

Date agreed: February 2024

Review Date: February 2026

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

Aims and objectives

“If I were not a physicist, I would probably be a musician. I often think in music. I live my daydreams in music. I see my life in terms of music.”

Albert Einstein

“Music education can help spark a child's imagination or ignite a lifetime of passion. When you provide a child with new worlds to explore and challenges to tackle, the possibilities are endless. Music education should not be a privilege for a lucky few, it should be a part of every child's world of possibilities.”

Hilary Clinton

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.

Studying music can lead to a variety of career opportunities, from performing arts to music production and teaching, allowing individuals to promote what they believe in and use music to portray their ideas and share their life experiences.

The aims of music 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 musical instruments are grouped into instrument families;
- 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;
- develop their creativity by exploring a wide range of musical aspects;
- develop social skills whilst working within different music settings;
- develop an understanding of the link between music and key historical events;
- be able to identify key musical figures and understand their influence in developing music genres;
- be able to identify a music genre by recognising a rhythm pattern;
- be able to understand the social and political influence of music.

1. Teaching and learning style

At Southfields, 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. 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 musical pieces, inspiring pupils to express their thoughts and emotions through music.

We recognise that we have children of differing 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 with some children not completing all tasks;
- grouping children by ability and setting different activities for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using a teaching model where all responses are welcome, encouraging pupils working at different levels to participate in the lesson.

2. Music curriculum planning

Music is a foundation subject in the National Curriculum. We have Music Express, Charanga and Out of Ark to support our planning in addition to a competent Music Director who plans, teaches and supports all year groups across the primary phase.

Our curriculum planning in music is in three phases; long-term, medium-term and short-term. Our long-term plan maps the music topics studied in each term during the key stages, which are closely linked to our core subjects. The music subject leader works this out in conjunction with teaching colleagues in each year group. Through this programme of study, we teach the knowledge, skills and understanding set out in the new National Curriculum.

Our planning includes the use of recording software, such as GarageBand, and closely follows the topics explored across different subjects. During song writing sessions, the pupils are encouraged to apply their instrument skills to a current music setting, whilst effectively using their English language knowledge in order to write lyrics and express their emotions. This approach also helps develop the children's computing and technology skills, enabling them to understand the journey of music from analogue to digital.

Our medium-term plans, which we have taken from Music Express, give details of each unit of work for each term. The music subject leader is responsible for monitoring and reviewing the accessibility of these plans.

Our short-term plans are completed by the class teacher and list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans, and discusses them with the music subject leader on an informal basis. These plans also come from Music Express. The teacher would annotate these as appropriate.

Children are offered the opportunity to study a musical instrument with peripatetic teachers through the Cambridge Music Partnership. 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, which are also subsidised by the school. Lessons are taught on an individual or small group basis during the school day.

3. The contribution of music to teaching in other curriculum areas

English

Music contributes to the teaching of English in our school by actively promoting the skills of reading, 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. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Writing

Song writing is closely linked to the pupils' ability to infer information from a text and write poetry to express their feelings and thoughts. During music and English lessons, the children have the opportunity to analyse lyrics from old and contemporary songs, developing an understanding of how music can influence social and historical movements. The pupils are then able to write their own lyrics and develop a flair for song writing and composition.

By interpreting song lyrics, the children are also able to develop a good understanding of figurative speech and how this is used in different writing genres. When interpreting songs, the pupils have the opportunity to find different meanings and identify the purpose of figurative speech in showing different emotions.

Music can also be used in narrative writing, to highlight the key moments of a story and portray different characters. For example, when teaching the pupils about the rainforest, we have been able to use a wide range of instruments, from strings to percussion, in order to immerse the pupils in their learning journey. (*Page 10)

“Research has shown that there are benefits of active engagement with music which go beyond the development of musical knowledge and skills and the enjoyment of

musical knowledge and skills and the enjoyment and appreciation of music. Making music can support the development of literacy, numeracy and listening skills.”

Professor Sue Hallam, Dean of Faculty of Policy and Society, Institute of Education, University of London.

Reading

“Rhythm abilities are linked to early reading skills. Pre-schoolers who can tap in time with beats have stronger reading readiness and more precise neural encoding of speech.”

(Woodruff, Carr 2014 PNAS).

Research suggests that pupils who are able to recognise different rhythm patterns are more likely to become confident readers. This is why during our music lessons we focus on teaching rhythm, which is closely linked to music notation and time signatures. By being able to read music notation, the pupils will not only be able play a musical instrument of their choice, but also gain the confidence to decode new information and apply their knowledge within a creative setting.

Different rhythm exercises can be found on Music Express, and our music room holds a variety of percussion instruments, which are readily available for daily lessons. Percussion instruments can be a great starting point for pupils to explore musical instruments and develop an interest for performing arts.

Mathematics

“According to conventional wisdom, music and mathematics are related, and musical individuals are also mathematically inclined. After all, musical rhythm is based upon mathematical relations, and it is certainly reasonable to assume that an understanding of music requires some understanding of ratios and repeating patterns.”

Kathryn Vaugh

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. During music lessons, teachers use fractions and different aspects of mathematics in order to evidence the relation between note values and rhythm.

Information and communication technology (ICT)

ICT is used in music where appropriate. Children use computer programs to compose music. They also use ICT in music to enhance their research skills through use of the Internet. They also record their own compositions using recording software, understanding how music can be created electronically as well as organically. By doing so, pupils develop a better perception of music development through time.

Personal, social and health education (PSHE) and citizenship

Music contributes to the teaching of personal, social and health education and citizenship. 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. Participation in successful public musical performances is one of the most memorable things young people do at school and by running a school choir, pupils across all ages have the opportunity to interact and build their confidence through an activity they all enjoy.

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 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. In order to do so, the resources used in music lessons present the correlation between different music styles associated to different cultures, demonstrating how music can be used as a social and political vehicle.

4. Children with special needs or who are gifted and talented

We teach music to all children, whatever their ability, as part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities matched to the needs of children with learning difficulties and also those who are gifted and talented.

The school's choir has been set up to promote excellence and enjoyment at Southfields. The children in the choir are of broadly average or above attainment in singing – they are then given extra tutoring to further develop their vocal skills.

The choir welcomes pupils of all musical abilities, with the aim to enhance a child's learning experience by allowing them to interact with children who share the same passion for music. By working with pupils across all age groups, we have identified how pupils who may struggle to achieve target grades across core subjects, can show high competency when studying a musical instrument. The children also have the opportunity to develop singing skills during the weekly Music Assembly, by completing a range of vocal warm-ups and singing a wide variety of songs.

Year 3 pupils have the opportunity to study whole class instrumental lessons provided by Peterborough Music Hub, learning how to play various string instruments. The aim of the sessions is to provide pupils with a music foundation, inspiring them to study a musical instrument.

5. Assessment and recording

We assess children's work in music by making informal assessments through observation during lessons. At the end of a unit of work, we make a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment.

We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

The music subject leader keeps samples of children's work in a portfolio, (photos, CDs, QR Codes etc.). This demonstrates what the expected level of achievement is in music in each year of the school.

We also assess pupils at the end of each term through a subject-tailored music test, which comprises music theory as well as general musical knowledge and creative tasks.

Before each half-term, pupils who study individual music lessons perform in the school's Music Assembly and Music Evenings are planned throughout the year to enable pupils to showcase their skills. From this, a high number of pupils move on to taking the ABRSM Graded Exams (The Royal School Of Music), with the cost being covered by the school.

As well as performing in the Music Assemblies and School Concert, the pupils also take part in the Christingle and Easter Service every year.

6. Resources

We have sufficient resources for all music teaching units in the school and we actively explore different teaching methods by working closely with Peterborough Music Hub.

Funding is allocated annually for music and the subject leader consults staff, identifies needs and submits a wish list to the head teacher. If the subject leader requires a bigger whole school impact he/she would submit a business plan to the head teacher. Music funding is used to influence learning, assuring that music instruments are well-maintained in order to effectively support pupils in their musical journey.

By organising educational music trips, pupils have the opportunity to explore music in different settings, developing an understanding of all music styles.

7. Monitoring and review

The music subject leader is responsible for monitoring the standard of children's work and for the quality of teaching in music. The music subject leader is also responsible for supporting colleagues in the teaching of music, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The head teacher allocates management time to the music subject leader so that he/she can review samples of children's work and visit classes to observe music teaching across the school.

8. Pupil Voice

Pupils have said:

"Music is the key to the soul."

Lucy

"I enjoy music because it helps me relax."

Esmé

"I love music because you can express how you feel."

Emily

"Music is the best subject in school. We can make art with our voices."

Louise

"I like music because you can express how you feel without having to tell someone directly."

Morgan

Pupils have composed:

Year 5 Reggae song *'When we are together'*:



Year 6 Song writing:



'Promise' – by Charlie



'Faded Away' – by Emilia



'Don't come home' by Simona

Year 5 School Band:



Music in our school:

Performance Assembly



Music Lessons



17.11.2021
LO To play and perform in solo and ensemble contexts



PIC•COLLAGE



Thursday 10th December 2020

LO: To be able to play a pentatonic scale



LO: To be able to maintain own part in a round

We explored the meaning of 'pentatonic' and used percussion instruments to play our own five-notes.



We used body percussion to create our own five notes in groups. We worked in unison and canon to play the notes in different rounds.

PIC•COLLAGE



16/12/20
LO: TO EXPLORE PITCHED NOTES THAT MOVE BY STEPS.

THE PENTATONIC SCALE

THE CHILDREN CREATED THEIR OWN PENTATONIC MELODIES USING THE XYLOPHONE.



PIC•COLLAGE