



Music Policy

Music is a very special way of communicating that can enthuse and stimulate children in their learning. It is a way for people to express themselves and it can hugely influence the personal development of young people. Music reflects the culture and society we live in, so the teaching and learning of music enables children to better understand the world they live in. It is a creative and fun activity which children usually enjoy. 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, and to develop the skills to appreciate a wide variety of musical genres.

Aims

At Sir Alexander Fleming Primary School we aim to develop an understanding of musical concepts and to develop practical skills, enabling children to respond and communicate musical ideas, thoughts and feelings. Opportunity is given to develop an awareness of musical traditions, styles and cultures.

Music in our school allows all children to participate with enjoyment in the activities of:

- Performing
- Composing
- Listening
- Appraising

Through these the children will develop an understanding of the following musical concepts:

- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure

Teaching and learning

At Sir Alexander Fleming Primary School, 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. 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, the songs may well link with other curriculum areas such as French and link to SMSC

teaching. Music and singing can be used in all subject areas to facilitate learning and enhance the learning experiences of our pupils when planning units of work. We teach children 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. Wherever possible music is linked to other areas of the curriculum. In Key stages 1 and 2 music is taught once a week as a lesson and singing is taught in a weekly assembly and encouraged to happen in class throughout the week. In the foundation stage music forms part of the planned provision for creative arts. Music is also part of the specific area of Expressive Arts and Being Imaginative. Counting songs foster a child's mathematical ability whilst songs from different cultures increase a child's knowledge and understanding of the world.

Planning

Staff use and follow the Charanga scheme for their planning. These plans ensure that the knowledge, skills and understanding set out in the National Curriculum are taught. They include coverage of all the activities and concepts. Each term planning teams produce curriculum plans which outline planned music for the term, they can then select the relevant objectives from the medium-term plans.

Assessment and Recording

Teachers use AFL strategies to assess children's musical skills and development by making informal judgements as they observe them during lessons, this along with any judgements from written work helps to inform future planning. Pupils in the foundation stage have recordings in their Foundation Stage Profile in the Expressive Arts area. Teachers also have access to Charanga's assessment tools to help inform their assessments of the children.

Resources

There is a large range of musical instruments, some tuned, mostly percussive. Laptops also have a range of applications for children to use as a part of planned sessions. Staff should ensure that the instruments are returned after use and inform the coordinator of any replacements or repairs needed. A weekly school choir club is offered to all year groups.

Monitoring and review

The subject leader supports colleagues wherever necessary in the teaching of music and is informed about current developments in the subject.

Annex A

We are currently following any guidance set out by the government in relation to COVID-19. Our practise for teaching music will be adapted in line with this. <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#music-dance-and-drama-in-school>

