

Robert Peel Lower School

Music Policy

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. (DfE 2013)

Rationale

Robert Peel Lower School is a Values Education School, and our Values underpin everything we do. Music is a powerful form of communication that can change the way pupils feel, think and act, and it can help pupils to relate to each other, forging important links between home, schools and the wider community.

Aims

At Robert peel we strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential. We are committed to the provision of a musical education for all children, regardless of ability, ethnicity, gender, beliefs or personal circumstances, and all children should receive a musical education following the New National Curriculum Programme of Study for Music, giving them the ability to discuss, compose, perform, listen to and appraise music.

Objectives

- To help pupils develop listening skills and a sensitive response to all sounds, especially those we call music.
- Enable children's personal expression, reflection and emotional development through music making, both individually and together.
- To develop children's understanding of the elements of music (pitch, duration, dynamics and timbre) that form the basis of the music curriculum.
- Foster a love and understanding of music through active involvement in listening, appraising, composing and performing.
- To provide a range of instrumental tuition. Staff members will give Recorder and Hand bell lessons, and peripatetic teachers will provide instrumental tuition e.g. guitar
- To ensure musical participation through whole school, class, group or individual activities.
- Encourage opportunities to perform to the school and wider community.
- Promote the understanding and appreciation of other cultures, styles, times and periods.

Statutory Requirements

All children are entitled to a musical education which enables progressive development of musical skills and knowledge as outlined in the Programmes of Study in the New National Curriculum and Early Years Foundation Stage Profile.

The Early Years Foundation Stage is based on 7 areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' strand, and the instruction of each Early Years Statement will develop skills and competencies in other areas of learning.

During the EYFS, children experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to a range of age appropriate instruments and the emphasis is on exploration and fun!

Music teaching within Key Stages 1 and 2 ensures that listening, and applying knowledge and understanding, are developed through the interrelated skills of performing, composing and appraising. In particular, the musical elements of pitch, tempo, duration, timbre, texture, dynamics and structure are progressively introduced in order to equip the children with a fundamental understanding of music.

During Key Stage 1 pupils listen with concentration and understanding to a range of high-quality live and recorded music. They use their voices expressively and creatively by singing a variety of songs and speaking chants and rhymes. They play tuned and untuned instruments and use them to accompany their singing, as well as creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds can create different moods and effects.

During Key Stage 2 pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They improvise and compose music for a range of purposes using the inter-related dimensions of music, and appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Implementation

Music lessons

Music lessons are provided on a weekly basis throughout the school, and are taught using a variety of different resources, including 'Music Express' publications, the Sing Up units of work (www.singup.org) and the 'Learning Challenge Curriculum', which provide progression of skills across the year groups. This serves as a base to aid and enhance our teaching, but is not intended to be rigidly adhered to. Teachers make professional judgements and input materials which they feel will match and complement our Creative Curriculum.

The schemes and units of work also provides the necessary details, activities, accompaniments and recordings on CD to support our Music teaching.

Music lessons and activities are planned in such a way as to encourage full and active participation and enjoyment by all children.

Nursery and Reception children regularly take part in singing and rhythmic games and explore a large range of musical instruments from different cultures.

Year 1 children have the opportunity to learn Hand bells, and years 2,3 and 4 are able to learn the Recorder. Year 3 children also take part in the SingUp, PlayOut program, which involve whole class vocal and instrumental tuition provided by Bedfordshire Music services.

Cross-curricular links

Opportunities for cross-curricular links are taken, wherever possible, to link music with other subject areas and learning themes. Class teachers and PPA teachers are encouraged to use the SingUp initiative to develop these links.

Additional musical opportunities

Robert Peel holds music in high regard and the range of additional musical activities in which the pupils can be involved reflects this. All children take part in weekly whole school 'Singing Assemblies', as well as termly productions and concerts which provide important opportunities for the children to perform, share and enjoy music through singing, playing and listening to music. Where possible during the school year, children in Year 3 have the opportunity to attend a musical performance or workshop at school or externally as part of the SingUp program. The Choir regularly sing at two Retirement Homes in Sandy, together with Charity fundraising events where they perform a Christmas program in Tesco's as well as singing at the 'Christmas lights switch on' in Sandy Town centre for the local community.

Extra-curricular musical clubs

Children are provided with the opportunity to take part in school-based extra-curricular musical clubs at lunchtime or after school, including Choir, Hand bell and Recorder groups run by the Music Coordinator and other members of staff. Extra-curricular music trips are offered, giving children the opportunity to perform alongside the wider community, for example, at the SingUp Concert at the Corn Exchange in Bedford, and the Lower School Choir concert with other Trust schools. Parents are encouraged to be involved, attend and to offer their support and help with these trips.

Differentiation

Those children with a particular interest or aptitude in Music can be given the opportunity to extend their education in a variety of ways, for example Recorder groups, Hand bells, Choir and instrumental performances in Assembly.

- Peripatetic teachers are used to teach guitar lessons in school, using the Bedfordshire Music Service.
- Year 3 classes will be given the opportunity to respond to National initiative e.g. Sing up, Play out, where the children have experienced African Drumming, Samba band and Ukulele tuition.
- Pupils experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more musically able child.
- Musically gifted children will be encouraged to extend their abilities and will be given opportunities to lead group activities and perform individually where appropriate.

Resources

- Each Key Stage have their own range of Musical instruments and resources that can easily be moved between classes. They are checked and updated by the music coordinator on a yearly basis, and they are stored in a plastic box with a lid.
- Musical equipment includes a range of tuned and untuned percussion instruments.
- CD player available for every class.
- Subscription to the SingUp website for unlimited song bank resources
- Music Express resources are kept in classrooms.
- We have a piano with an adjustable stool in the hall
- A sound system with Radio Microphones, Mixing desk and CD player
- OHP and screen
- Our song books are kept in the hall.

ICT

Planning incorporates the use of ICT by teachers and children through the use of online resources such as SingUp, Espresso and the appropriate use of computer software such as 2Simple, as well as access to audio-visual equipment, for example projectors and interactive whiteboard technology.

ASSESSING AND REPORTING

Assessment through the key stages is continuous and is performed by the class or PPA cover teacher. Children's work is evaluated through teacher pupil questioning, observation and during classroom discussion both with individuals and groups. Formal reporting takes place within the annual report to parents.

EQUAL OPPORTUNITIES AND INCLUSION

Music at Robert Peel Lower is taught in line with the school's Equalities and Inclusion policies.

ROLE OF SUBJECT LEADER

The Lead teacher for Music has the responsibility of overseeing music within the school including:

- formulating and updating the policy when appropriate
 - ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
 - ensuring appropriate resources are available and regularly updating them within the limits of the music budget and according to needs
 - disseminating information, as it is received from any external source, to staff and pupils
 - supporting staff with music-related issues when required
 - leading whole school singing assemblies with BM
 - organizing concerts and musical performances throughout the school year
 - leading Robert Peel School Choir with ED
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- organising extra-curricular trips
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- liaising with Staff members who run an extra-curricular music club /help on extra-curricular music trips/ Music coordinators from local Trust schools
 - attending courses relevant to professional development within their role as subject leader.

REVIEW OF POLICY This policy will be monitored by the Lead Teacher for Music and will be reviewed annually. It will be reviewed every other year by the whole staff and governors.

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