

## Sherborne Abbey CE VC Primary School Music Policy 2009

### Aims and Purposes of teaching Music

- To develop understanding and appreciation of a wide range of music, extending own interests and increasing their ability to make judgements of musical quality.
- Acquire the knowledge, skills and understanding needed to make music, developed through interrelating performing, composing and appraising in all activities.
- Develop skills, attitudes and attributes that can support learning in other subject areas, for example listening skills, ability to concentrate, creativity, perseverance, self-confidence and sensitivity towards others.

(Adapted from QCA Music Teacher's Guide)

### Key Skills

In the National Curriculum 2000, six main skill areas have been identified to improve learning and performance in education, work and life.

These are embedded throughout the curriculum and are evident within the music teaching at Sherborne Abbey Primary School.

- Communication: Through presenting music to different audiences, discussing and sharing ideas with others.
- Application of Number: Through recognising pattern, sequence, order and rhythmic relationships.
- Information Technology: Using Keyboards to compose and perform music and recording compositions and performances on video and audiotape.
- Working with others: Working in groups, taking on different roles and supporting each other to create group compositions.
- Improving own learning and performance: Through appraising own work, identify strengths and areas for improvement, recognising need for perseverance and increasing ability to work independently.
- Problem solving: Through achieving ideas and intentions within composing and performing.

(Adapted from the Music Curriculum Booklet)

As well as these Key Skills, children are encouraged to develop 'Ongoing Skills' that will enable their progression in music throughout both Key Stages.

Ongoing Skills in Singing – Developing their voices, singing in tune and with control, exploring their range in pitch.

Ongoing Skills in Listening and Responding – Starting early in Key Stage One, the children experience a wide range of different types of music, given key points in music to listen out for and through repeated listening, get to know the music and are able to listen attentively.

Learning knowledge, skills and understanding of music through Performing, Composing and Appraising also contributes to the development of:

Descriptive Skills: Using imagination and creativity to create sounds that describe both the physical and the abstract.

Disciplined Skills: Learning the seven elements of music, (pitch, duration, dynamics, tempo, timbre, texture, and silence) ensures that children can progress in music and can make their compositions more musical and interesting.

Ensemble Skills: Understanding that every member of the group has a contribution to the composition and final result.

### **Progression**

Progression in children's musical development can be achieved in three ways.

(QCA Music Teacher's Guide)

1. Breadth of Experience: Various stimuli, activities and knowledge, skills and understanding learned through children's own work.
2. Challenge and Demand: More challenging processes and use of elements.
3. Quality: Increasing self-confidence, expression and their own ability to communicate intentions.

We aim to ensure that progression takes place across all three areas.

### **Inclusion**

In the planning and teaching of Music, the three principles of Inclusion; A) Setting suitable learning challenges, B) Responding to pupil's diverse needs and, C) Overcoming potential barriers to learning and assessment for individuals and groups of pupils, are incorporated and each child's needs are catered for with suitable, high expectations being set.

### **Planning**

We use the 'Music Express' scheme of music from QCA that covers the Programmes of study. Evidence of this can be seen on the Curriculum Map for both Key Stages One and Two. Alongside this scheme, we use children's 'Singing Sherlock' and other song books to extend their range and difficulty of singing.

### **Recording**

Every child's work is valued. We record their achievement on audiotape and with digiblu cameras at regular intervals throughout the year and any significant compositions that they have produced.

### **Assessment**

For each unit of work, there are simple statements that each child should have achieved by the end. The assessment takes place over the whole unit and does not assess just one single performance or piece of work but the child's overall understanding of the work. At the end of Years Two, Four and Six, their achievements are also assessed and recorded on the 'Attainment targets for Music' sheet, found in their Record of Achievement File.

### **Cross-Curricular Links**

There are plenty of opportunities for music to be linked to other areas of the curriculum. In particular, Geography, whereupon we can discuss and locate other musical cultures.

### **Sing Up Initiatives**

Research has shown that singing provides children with new skills to boost their self-confidence and raise literacy and numeracy standards. The school has joined the national Sing Up initiative to raise the profile of singing throughout the school. We are presently working towards the 'Silver Medal' which requires us to record any form of singing that we undertake, whether as part of a class or as a whole school.

### **Extra Curricular Activities**

As a school we give the children an opportunity to undertake peripatetic lessons. These are provided by private tutors and include Woodwind, Strings, Drums, Brass and Keyboard lessons.

### **Resources**

We have a wide range of tuned and untuned percussion and four keyboards. This enables us to teach music from around the world more effectively, giving the children more insight to the different cultures. We also have a variety of songbooks that relate to all year groups.

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**Reviewed – November 2009**  
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