



Langmoor Primary School

Music Policy

Aims and objectives

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.

The aims of music teaching are to enable children to:

- 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.

Teaching and learning style

At Langmoor School we aim to 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. Singing lies at the heart of good music teaching. Our 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. 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 how to compose music and record these compositions.

We recognise that there are children of widely different 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 (not all children complete all tasks);
- grouping children by ability in the room and adapting tasks to each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants when available to support the work of individuals or groups of children
- grouping children of mixed ability to provide peer support

Additional music teaching

Children are offered the opportunity to study a musical instrument through the Whole Class Instrumental Teaching commissioned from Leicestershire Music Service. Children are encouraged and given the opportunity to continue following their first year of tuition. Parents who are happy for their children to continue are asked to make a financial contribution on a termly basis and school subsidises the cost of these lessons. Instruments are available to loan free from the Leicestershire Music Service. Parents are required to sign a loan agreement. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson. Y3 children have all received musical tuition during the school year with a view to them taking up the opportunity to continue with instrumental lessons in Years 4,5 and 6. Clarinet and Saxophone are offered as an extension to their Whole Class tuition.

Children in KS1 and KS2 are offered to take part in the Langmoor Choir which is available for all children who are interested. It enables the children who participate to have enhanced confidence and self-esteem: providing a safe and supportive environment for children to express themselves, experiment with their voices, and discover their unique talents. Singing together in a group can be a powerful bonding experience, boosting self-esteem and a sense of belonging. The Choir encourages social interactions and collaboration, fostering teamwork and communication skills. Creating a strong sense of community and belonging, contributing to positive emotional well-being. The Choir can create a sense of pride and achievement within the school community, fostering a positive and inclusive atmosphere.

Music curriculum planning (KS1 and 2)

Our school uses the National Curriculum programme of study for Key Stages 1 and 2 as the basis for its curriculum planning. Staff incorporate the programme of study into Medium term planning with the support of the Leicestershire Music Service Scheme of work. The topics that the children study in music build upon prior learning supporting progression and the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music elements studied in each term during the key stage. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans give details of each unit of work for each term. They are broken down into lessons with clear learning objectives. Activities are planned which are differentiated for year group and ability levels. Assessment possibilities are noted at the different bands. Children will study Pulse, Voice, Rhythm, Pitch, Music Tech and 20th Century Music across an academic year.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

Early Years Foundation Stage

We teach music in the Early Years Foundation Stage as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the learning outcomes set out in 'Development matters' and GLD which underpin the curriculum planning for pre-school and reception aged children. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

The contribution of music to teaching in other curriculum areas

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, 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 in computing when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

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.

Computing (ICT)

Computing technology is used in music where appropriate. Children use computer programmes, I pad Apps and electronic keyboards to compose and record their music. They also use computing in music to enhance their research skills. Children improve the presentation of their work through the use of composing software.

Personal, Social, Health and Citizenship Education (PSHCE)

Music contributes significantly to the teaching of personal, social, citizenship and health education. 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. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

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 at Langmoor School 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. Children have opportunities to listen to music in daily assemblies as well as in their music lessons.

Teaching music to children with Special Educational Needs and Disabilities

At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have Special Educational Needs or Disabilities. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through the School Support Stage may lead to the creation of an Individual Education Plan (Personal Targets) for children with Special Educational Needs or Disabilities. The IEP may include, as appropriate, specific targets relating to music. We have accessed music therapy for pupils where this has been appropriate.

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example, a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

Teachers assess children's work in music by making informal judgements as they observe them during lessons. On completion of a task/ piece of work, the teacher marks and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil and a record of this is kept on an assessment tracker. Children are assessed as to whether they have achieved the objectives of the unit (EXP), exceeded them (GDS) or are working towards (WTS) (-, ✓, +). 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 coordinator monitors examples of children's work either written or recorded and stored on the server. This may include recorded music and photographs as well as examples of compositions and music appraisal.

Resources

We keep resources for music in the Computing room. There are also books in the non-fiction library and software on class computers, laptops, i-pads and in the computer suite. Whole school singing resources are located in the school hall along with a comprehensive CD collection. The resources audit is updated annually as new resources are purchased. There are on line resources for delivering the LSMS scheme of work. These can be accessed via the Leicestershire Schools Music Service website and all staff have logins for this.

Musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Children have the chance to work towards performances for their class, the school and with the family of schools. Children who play musical instruments have the opportunity to perform in school assemblies and performances.

Monitoring and review

The music subject leader monitors and evaluates the curriculum/planning, work samples and standards each year. They devise an action plan for the development of music in the school. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

Signed:**Date: Academic Year 2024-2025**