



Southwold Primary and Nursery School

Music Policy

Music Curriculum Intent

At Southwold School, our children experience musical activities in a variety of ways. They listen to music from different genres to enable them to appreciate and understand periods of time, emotions and feelings.

The children learn to play tuned and untuned instruments and the basic notation to be able to compose and create musical pieces.

We give the children a taster in music lessons that we hope will lead them to want to explore and develop their musical skill in the future. Year 3 and 4 children this year have the opportunity to learn the cello during their whole class music lessons. Children are welcome to join our choir; they work towards singing at different events throughout the year.

Children at Southwold have weekly music sessions linked to class topic themes and school values. We use a scheme called Music Express, plus online resources that have lots of visual aids and interactive resources to support your children's learning about music. All children also take part in a weekly singing assembly where they learn songs related to school values. They also sing rounds and in harmony.

(Due to COVID19, at present, singing is unable to happen in school during lessons and assemblies and guidance will support when this can resume.)

1 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 (particularly the multicultural nature of society today), and so the teaching and learning of music enables children to better understand their world. 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.

1.2 The aims of music teaching 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 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.

2 Teaching and learning

At Southwold Primary and Nursery School, we ensure that our Music curriculum is planned for and delivered using the six principles of learning providing rich opportunities for challenge, explanation, modelling, practice, questioning and feedback. We have high expectations for all pupils, all of the time. We encourage students to be resilient, question, have time to practice a skill and we support them in responding to modelling, feedback and critique so they can improve their work and learning behaviours. We like them to be inspired by the excellent work of others. Challenge is the key driver of everything we do.

At Southwold, 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. 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; they learn how to express these. 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.

- 2.2** 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 setting different tasks to each ability group;
 - providing resources of different complexity depending on the ability of the child;
 - using classroom assistants to support the work of individuals or groups of children

3. Additional music teaching

We take part in the 'First Access' scheme where children in KS2 learn a musical instrument during a weekly lesson led by a professional music tutor. Instruments can include African drums, ukulele, recorder, strings and woodwind.

The children experience seeing 'live' music through watching theatre musicals and pantomimes.

4. Music curriculum planning

- 4.1** At Southwold Primary and Nursery School we use the objectives as set out in the National Curriculum as the basis for its curriculum planning. Our topics are taught through enquiry based learning of which music makes a valuable contribution. While there are



opportunities for children of all abilities to develop their skills and knowledge in each topic, the skills are taught through a planned progression meaning that the children are increasingly challenged as they move through the school.

4.2 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 topics studied in each term during both key stages. The medium-term plans, are based around the enquiry based question for that term, this means the children study music topics in conjunction with other subjects across the curriculum. We teach the knowledge, skills and understanding set out in the National Curriculum for music, in this way we ensure that children have complete coverage of the National Curriculum. The music subject co-ordinator is responsible for reviewing and monitoring these plans.

4.3 Within year group teams, they write the lesson plans, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans.

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.

5 Early Years

5.1 We teach music in reception and nursery as an integral part of the topic work covered during the year. As these classes follow the Early Years, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) for creativity, which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development as well as their communication and language. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

6 The contribution of music to teaching in other curriculum areas

6.1 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 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.

6.2 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. Children learn counting songs and need to count in order to begin to play music together. They learn mathematical facts through repetitive songs, for example, the times tables.

6.3 Computing

Computers and technology are used in music where appropriate. Children use computer programs to compose music and at Foundation Stage to differentiate sounds. They also use computing in music to enhance their research skills through the Internet and use musical apps such as Garageband to compose music. They listen to music on the Internet following our Internet rules on safety.

6.4 Personal, social and health education (PSHE) and citizenship

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. We use singing in circle time sessions and music promotes good rhythm in country, square and maypole dancing. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school. We participate in the local music festivals through singing and playing musical instruments in our school-based concerts.

6.5 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 Southwold Primary & Nursery 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.

6.6 PE

Children are encouraged to dance accompanied with instruments as well as using recorded music. They learn to respond to different music, rhythms and beats through their movements.

7 Teaching music to children with special educational needs

7.1 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.

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 suitable establishment, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.



8 Assessment and recording

- 8.1** Teachers assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary.

9 Resources

There are sufficient resources for all music teaching units in the school. We keep instruments for music on trolleys for ease of use. We have a range of books and computer software to support the teaching and learning of music.

10 The school choir and musical events

- 10.1** We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs on special occasions. We also create music and sing to perform to people in our community at special times in the year.

11 Monitoring and review

- 11.1** The music curriculum champion is responsible for the standard of children's work and for the quality of teaching in music. The work of the curriculum champion 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. The music curriculum champion is responsible for giving the Principal an annual impact plan on which she/he indicates areas for further improvement and the actions she/he intends to take to achieve them.

Signed: Miss B Wright

Date: July 2020

Review date: July 2021