

Bonner School Music Policy

1 Aims and objectives

1.1 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.

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 style

At Bonner 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. Singing lies at the heart of good music teaching, and all pupils take part in a weekly singing assembly led by the music teacher. Our teaching focuses on developing the children's ability to sing alone and with other people, and on developing breath control and sound vocal technique. Through singing songs in different languages and styles, children develop their oral and aural skills as well as learning about the structure and organisation of music. Music assemblies also include listening to and discussing a wide variety of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music.

In addition to weekly music assemblies, all children at Foundation Stage and Key Stage One are taught music by class teachers, who use the Music Express scheme. The Music Express scheme lessons develop basic vocal and instrumental skills, and teach children about the musical elements: pitch, pulse, duration, tempo, dynamics and timbre. It also provides opportunities to teach children how to work with others to compose and perform music, and how to use these skills to explore listening, composing, notating and performing through a broad curriculum encompassing music from various cultural and historical traditions. In addition, Reception and Year 1 children receive African drumming lessons and Year 2 work on a special music project throughout the year which culminates in a performance to parents. Children in KS2 are taught Music on a weekly basis focusing on a variety of different musical genres in which they compose and perform. They adapt music for different purposes, learn about structure and patterns in music and use tuned instruments to practise their skills. Year 6 children are given the opportunity to learn the trombone by a visiting musician.

Music Policy

Year 6 children are given the opportunity to join Bonner Band, an after-school club, and Year 5 children have the opportunity to join a Year 5 Band, practising during lunchtime.

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. Music, perhaps uniquely, offers the opportunity to differentiate tasks while still involving all children in a high-quality group activity. For example, instrumental parts of widely ranging difficulty can be combined into a class performance. Composing activities are by definition open-ended and allow for a variety of responses. Classroom assistants and Class Teachers are also used in music lessons to support the work of individuals or groups of children. We also recognise that music offers an opportunity to succeed that does not necessarily depend on literacy skills or the ability to speak and understand English.

3 Music curriculum planning

3.1 KS1 teachers plan their own music lessons using the Music Express scheme. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. A CD-ROM is provided a medium term plan and six, weekly lesson plans for each unit. Each lesson plan provides learning objectives and outcomes.

3.2 Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

3.3 KS2 planning builds upon the skills learnt in KS1 and introduces a wide range of musical genres and more opportunity for instrumental participation. The scheme of work extends the skills outlined in the National Curriculum and introduces children to more advanced rhythms, chord structures and musical patterns. There is a particular emphasis on composition and performance.

4 Foundation Stage

4.1 We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. 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. Action songs and playing musical instruments help to develop physical awareness and coordination. We use Music Express lessons to supplement these activities.

5. The contribution of music to teaching in other curriculum areas

We have now moved towards a "creative curriculum". This means that, although we intend to teach music mostly discretely, we want to encourage children to express ideas about their topics musically. We aim to give them opportunities to work towards performances or presentations which include aspects of music.

Music Policy

5.1 Music contributes significantly to the teaching of English in our school by actively promoting the skills of speaking, listening, reading and writing. 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 learn a large musical vocabulary and develop their ability to communicate ideas effectively.

5.2 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. Recent evidence suggests that the study of music has positive benefits for mathematical learning and vice versa.

5.3 Information and communication technology (ICT)

ICT is used in music where appropriate. Children can use computer programmes to compose music. They also use ICT in music to enhance their research skills through the Internet and CD ROMs. They listen to music on the Internet. Children improve the presentation of their work through the use of ICT. Children also learn about the use of sound equipment to record and amplify music.

5.4 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. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school. Children at Bonner take part in performances to their peers and their families throughout their school career, culminating in the Year Six production.

5.5 Spiritual, moral, social and cultural development

Listening, creating or performing music can sometimes be a moving and even spiritual experience. It can often have a very positive impact on confidence and self-esteem. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Bonner 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. Teaching music to children with special needs

6.1 We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs). In particular, music lessons offer opportunities to help speech and language development and both gross and fine motor skills.

7 Assessment and recording

7.1 Children are informally assessed during each lesson and more formally at the end of each unit. Recordings are made of the work produced and stored on the computer network. The Music Express scheme provides a CD-ROM which outlines learning objectives and outcomes. The suggestions for differentiation act as an aid to assessment at the end of each unit. Recording can often take the form of actual recording of the music performed by the children, or by comments written in the end-of-year reports by the appropriate teacher.

8 Resources

There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store where there is sufficient equipment for each unit of work. The music co-ordinator ensures that the school's musical instruments and other resources are properly maintained and regularly used.

9 The school choir/orchestra and 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 in Year 2 take part in music performance projects delivered by an outside agencies –Create2Learn. Other year groups in KS2 work alongside the London Symphony Orchestra, learning songs and instrumental parts in class before performing at the Barbican. In addition, children are able to take part in extra-curricular music activities such as our choir, Bonner Voices, who perform annually at Grandparents' Day. All classes at Bonner perform a musical item at Grandparent's Day- a long-standing tradition at Bonner.

10 Monitoring and review

10.1 The music subject leader is responsible for monitoring the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting the Music teacher 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 subject leader is responsible for giving the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Signed:

Checked by the Music Co-Ordinator : Sinead King

Date: Review February 2017

Next Review: February 2019

Music Policy