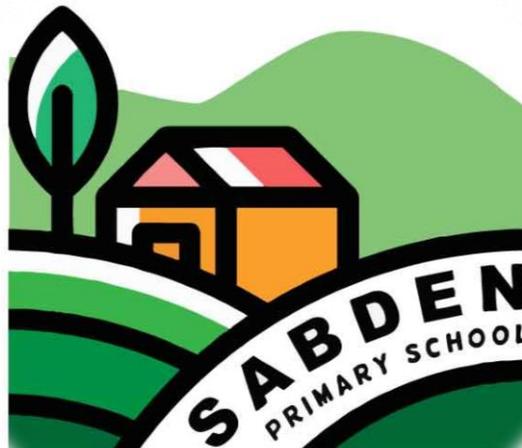


Sabden Primary School



Computing Policy

June 2020

**Contents**

1. Curriculum statement
2. Teaching and learning
3. Additional music teaching
4. Musical Events
5. Resources
6. Assessment
7. Equal opportunities
8. Inclusion
9. Role of the subject leader

## **Curriculum Statement**

### **Intent**

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave Sabden Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

### **Implementation**

At Sabden Primary School we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

### **Impact**

Children will:

- enjoy and appreciate a wide variety of musical styles;
- explore how sounds are made, and how music is produced by a variety of instruments;
- develop imagination and creativity;
- build a sense of pulse and rhythm;
- understand a range of musical vocabulary;
- develop the interrelated skills of composition, improvisation, performance and appreciation;
- enjoy a wide range of songs and sing in tune;
- develop positive attitudes and to experience success and satisfaction in music.

## **Teaching and Learning**

### **Music in the Early Years**

We teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. As part of the Early Years 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). 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. Nursery and Reception classes also have access to the Charanga Music Scheme.

## **Key Stage One and Two Curriculum**

Children in our school have access to taught music sessions twice a week. One of these sessions is taught by visiting music specialists from Lancashire Music Service and the second is a dedicated singing session.

With the music specialist, children learn:

- to play a range of tuned and untuned musical instruments, such as keyboard, drumkit, bass guitar in 'Musical Futures' and shakers, go-go bells, tambour and samba drums in 'The music of Samba'
- to read music patterns and explore composition
- to perform

During the singing session, children learn:

- to read music symbols and apply this to their singing (KS2)
- to listen and appraise a range of music
- to sing in parts/harmonising
- to sing chorally

While there are opportunities for children of all abilities to develop their skills and knowledge in each session, the progression planned means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. (See music progression map).

## **Additional music in school**

Children in Key Stage One are given the opportunity to learn the recorder in the Summer Term as an extra-curricular activity. There is also opportunities for the KS2 and KS1 singing groups to perform regularly.

The school also has an active listening calendar, in which monthly music styles are shared as a group, promoted through assemblies and the school Youtube channel. These lists have been written alongside the MMC. This is a fantastic opportunity for children to listen and discuss the range of music styles.

## **Musical events**

Children take part in singing practice, assemblies and have opportunities to perform in public, for example groups have children have been invited to sing in the local community. We take part in the event 'Young Voices Concert' where children are given the opportunity to join a mass choir singing at a top venue every two years. Children are also given the opportunity to listen to a range of music at the beginning and end of our assemblies. At Christmas time, the whole school takes part in a musical performance of some kind. At other times of the year e.g. Harvest, Easter and class assemblies, year groups or the whole school get together to provide appropriate musical entertainment.

## **Resources**

The following resources are available to aid the teaching of music at Sabden Primary School;

- Charanga music scheme – all teachers and TA's have individual logins
- sound system, laptop and projector in the hall
- a range of musical resources on shared drive and access to the school youtube channel playlists
- a selection of un-tuned percussion instruments
- tuned instruments – glockenspiels, recorders and ukuleles
- musical instrument loans through Lancashire music service.

## **Assessment**

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings are made of live musical performances for the children to use as self-assessment and are saved on the shared resources area, to be accessed by the subject leader.

Evidence from sessions (including photos, comments, notation) are kept in the Key Stage 1 and 2 Music Journals and are regularly updated.

Music assessment is reported to parents at the end of each academic year using WT/EX/GDS.

The music subject leader works alongside Abbey Blackledge from LCC annually to meet for the School Music Education Planning meeting.

## **Equal opportunities**

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

## **Inclusion**

We recognise that in all classes, children have a wide range of musical ability, and so we seek to 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:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- 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.

## **Role of the Subject Leader**

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- keeps colleagues and school governors informed about developments in music and provides a strategic lead and direction for the subject;
- discusses progress with the Head Teacher and evaluates strengths and weaknesses in music;
- reviews the success of the school music scheme and reviews evidence of children's work;
- arranges external music providers to work with different year groups;

Laura Murray Music Subject Leader

Updated September 2021

Next Review: September 2022