

Kentmere Academy and Nursery

Music policy



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1. Aims and Objectives

1.1 Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects our culture and society 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 be a highly academic and demanding subject. It is also important in helping children feel part of a community. At Kentmere Academy, all children receive free instrument tuition as playing a musical instrument can foster creativity, teach patience, improve memory, give a sense of achievement and build confidence.

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;
- enjoy and appreciate a wide variety of musical styles;
- make and quantify judgements about the quality of music;
- have the opportunity to learn to play a musical instrument.

2. Teaching and learning style

2.1 At Kentmere Academy 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. Our teaching focuses on developing:

- An ability to sing in tune and with other people.
- An ability to play a musical instrument.
- An opportunity to sing in the school choir weekly.
- The skills of recognising pulse and pitch.
- An ability to play instruments with control and sensitivity (brass, recorder and drums).
- Working with others to make music, recognising how individuals combine together to make sounds.
- Knowledge of musical notation and how to compose music.

2.2 Differentiation

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:

- Encouraging gifted and talented children to continue to play the instrument that they have learnt in class, at the Rochdale Music Service.
- Setting common tasks, which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty for more able children.
- 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.

3. Additional music teaching

All children from year 1 to year 6 will receive free instrument tuition for one term each year. They will be given their own instrument to practice at home, and learn to play during lessons (provided by the Rochdale Music Service). Peripatetic brass teaching is organised by Wardle Academy.

These lessons are normally taught to small groups of children during a Wednesday afternoon. There is also a small school brass band on a Wednesday night which players of a good standard are invited to join.

There are also drum lessons running on a Tuesday lunch time, and a recorder club running every Wednesday lunch time. There is also an after school choir, in which all KS2 are welcome to join.

4. Music curriculum planning

Music throughout the school is taught in accordance with the Corner Stones Curriculum. This covers all aspects of the new curriculum, and is also linked closely with the topic in each class.

5. Foundation Stage

5.1 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.

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.

Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme.

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 through observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

6.3 Information and communication technology (ICT)

ICT is used in music where appropriate. By recording their work children can suggest improvements to a performance. Children in KS2 can also use software programmes from internet websites. Children are also encouraged to bring in music and use keyboards when appropriate.

6.4 Science and D&T

e.g. experimenting with different sounds and making musical instruments.

6.5 Art

Graphic scores e.g. pattern pictures to illustrate sound effects.

We explore the link between music and art by listening to music and interpreting the feelings evoked by translating those feelings into pictures.

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

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.

6.7 Spiritual, moral, social and cultural development

We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Kentmere Academy have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, are encouraged to develop more positive attitudes towards other cultures and societies.

7. Teaching music to children with special needs

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). See SEN Policy

8. Organisation

Across the school, cross-curricular links between music and other subjects

e.g. topic work are made. It also links into our singing practise half hour a week with the music coordinator and songs in Foundation Stage.

9. Opportunities for live music

- Singing practice — Once a week each area meets to learn hymns and songs for assembly and special occasions linked to R.E. and P.S.H.E
- School entertainments — Across the year through productions and class assemblies music is used.
- At Christmas time the choir performs a Carol Concert for parents. The children also take this opportunity to sing to the rest of the school.

There is a choir which all KS2 children join in with. Its primary aim is to enable children of all musical abilities to sing a variety of songs together, performing them to the school on a number of occasions throughout the year, for example at the Christmas carol concert.

- The school choir, the school brass band, a KS1 group and a foundation stage group will enter the Rochdale Music Festival each year.

10. Assessment and recording

10.1 Teachers assess children's work in music by making informal judgements about achievement of Teaching and Learning objectives as they observe them during lessons.

The peripatetic teacher should then record whether children are emerging, meeting or exceeding on target tracker.

10.2 All evidence of music teaching and learning (photographs, written notation, composition of lyrics, etc.) will be recorded in the children's Topic books.

11. Inservice

Appropriate opportunities for in-service training are found, whenever possible, for the music co-ordinator and members of staff and then shared at staff meetings.

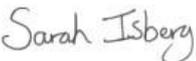
12. Resources

There are sufficient resources for all music-teaching units in the school. We keep most resources for music in a central store. Each classroom has a portable CD player and we have a comprehensive collection of CDs.

13. Health and Safety

Children are always encouraged to use instruments carefully and safely.

An instrument, which is blown, should have the mouthpiece cleaned after each child has used it.

Signed: 

Sarah Isberg (headteacher) Date: September 2017

Agreed by the Governing Body: 

Simon Day – Chair of Governors Date: September 2017

Review: September 2018

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