



**Godmanchester
Bridge Academy**

Music Policy - March 2018

**Together We
Inspire Enjoy Achieve**

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Introduction

“Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement”

Aims

Within Music at Godmanchester Bridge Academy we aim to engage children in the exciting experience of making and responding to music by providing opportunities to:

- encounter and appreciate a range of music from different times, cultures, traditions and societies.
- develop understanding and enjoyment of music.
- extend and develop their own interest and increasing ability to evaluate musical quality.
- acquire the knowledge and skills necessary to compose and perform music, both in school and in the wider community.
- develop skills, attitudes and attributes that can support learning in other subject areas and enhance life, including listening skills, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence, collaborative skills and sensitivity to others.

Thematic Approach

At Godmanchester Bridge Academy, our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Themes last approximately one half term depending on the amount of content and the children’s interests. In some cases, projects may be taught for a shorter period, for example during a science or art week.

Our music curriculum is broad, balanced and meets the requirements of the national curriculum. It has a project-based, thematic approach and provides children with a range of rich and memorable learning experiences. Some projects have a music focus, and others will have less of a musical emphasis.

Early Learning Goals

During their time in Foundation Stage, children learn to:

- recognise and explore how sounds can be changed.
- sing simple songs from memory.
- recognise repeated sounds and sound patterns.
- match movements to music.

Key Stage 1 Objectives

During Key Stage 1, children are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Stage 2 Objectives

During Key Stage 2, children are taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils are taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notation
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians □ develop an understanding of the history of music

Equal Opportunities and Inclusion

Music provision must be for all children, and a balanced and progressive programme will be provided which takes account of their ability, special needs, culture, gender and background. It is important to consider the specific needs of children in a class to ensure any activity will give opportunity for all to learn and succeed.

Care should be taken to include music from many cultures, particularly those represented in the class. This will help to develop positive attitudes amongst the children towards other cultures and societies. It is important to remember that music could be used as a communicative tool to support children learning English as an additional language. Other considerations should be for activities that will appeal to both boys and girls, and advice should be sought on how best to cater for those with hearing impairments.

During musical activities, it is important to nurture an ethos where all children feel able to participate and know that their contributions are valued. Co-operation, respect and appreciation of others' work are vital in developing confident musical expression.

Assessment and Recording

Units of work are taught through key learning objectives (taken from the National Curriculum and the Music Express units) which are shared with the children each lesson. Assessment of how well the children meet these objectives will be through the ongoing observation of practical activities and discussion in class.

Where possible the class teacher will collect evidence of pupils' progression through pictures, recordings and photocopies of work where possible (e.g.: for notation work).

The child's effort in music learning and participation will be reported to parents in the annual report to parents.

Spiritual, Social, Moral and Cultural Aspects

Music provides a useful medium for the teaching of spiritual, social, moral and cultural issues. Opportunities should be provided for reflecting upon the more expressive and emotive nature of music. Children can express themselves in their own creative work and in response to a musical performance, which can help them appreciate how music can change people's behaviour and mood. They can be encouraged to see that music can be a powerful form of communication between the composer/performer and their audience. It is also an international language, understood and used around the globe. Through exploring music of many cultures the children can celebrate the rich diversity of one another's cultures, as well as the similarities and differences between them. Songs for singing in school assembly are chosen specifically to contain thought-provoking lyrics, to encourage children to reflect upon and consider the words of the songs they sing. Making music together offers the opportunity to develop skills in working effectively with others. Performance of music can contribute to building confidence and self-esteem. Music also provides opportunities for children to be involved in the wider community, for example through performances of visiting musicians or taking part in musical events outside school.

Additional Musical Activities

Children will hear a variety of recorded music on entering and leaving the Hall, related to a particular theme, such as a brief tour of the history of classical music, world music or relating to the school values. This broadens their general musical knowledge.

Other opportunities for musical performance are open to all through the Christmas productions and other musical productions.

Extra-curricular musical activities are often provided. Currently, for example, the school choir meets, giving opportunities to extend and challenge the vocal skills of children as well as being a source of enjoyment. The choir is open to all who are enthusiastic and committed, regardless of ability. There will be opportunities for the choir to perform both in school (in assemblies and concerts for example) and the wider community.

In addition to extra-curricular activities provided by staff, the school is able to offer instrumental tuition of piano, violin, recorder and guitar through Huntingdonshire Music School (HUMS) to those interested, and other instruments are available for tuition if

requested by parents. These are with a HUMS teacher during the school day, either individually or in a small group. Parents pay termly for these lessons.

Subject Development

The Music Coordinator is responsible for supporting colleagues in the teaching of music providing a strategic lead and direction for the subject in school. The coordinator is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development.

Policy Review

This policy has been produced collaboratively and is a reflection of the shared values of the staff. It will be implemented during the spring term of 2018. It will be reviewed every two years; or earlier if there are significant changes. In the first instance this will be in the spring term 2020. The learning projects are continuously reviewed and modified as appropriate.

March 2018

Policy Details	Date	Name
Policy approved by Senior Management:	April 2018	Claire Wood
Policy approved by Senior Governor:	April 2018	Caroline Crowther-Light
Date of next review:	March 2020	

Policy Section: Section 1A – Curriculum Policies (Pupils)

Policy reference: **GBA – 1A/ 09 MU**