



Play, Learn & Grow Together

Llangyfelach Primary School
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Music Policy

Music is a powerful and unique art form that can influence the way pupils feel, think and act. It also affects creativity and aesthetic development and can develop sensitivity in children and can illustrate the fulfilment to be found in creative expression.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To encourage enjoyment in music.
- To evoke a creative response to music.
- To ensure children have the opportunity to experience personal satisfaction gained through making music together.
- To work with other schools to share good practice in order to improve this policy.

Objectives

- To provide the opportunities to express ideas and feeling through performing and composing music.
- To provide activities that develop musical concepts and performance skills, ensuring that all children can continue to develop from their different musical backgrounds.
- To broaden understanding and appreciation of a wide variety of styles of music.
- To develop awareness of different cultures and traditions through their music.

Learning and Teaching Guidelines

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability, and every child has an equal entitlement to learning.

In the Foundation Phase, music forms part of the Area of Learning for Creative Development. Children develop their creative and practical skills through topic-based activities that provide excitement and stimulus for young children while still

developing their appreciative, practical and creative skills. These skills are then built upon at Key Stage Two in the music curriculum.

At Key Stage Two children follow the National Curriculum for music.

Lessons all have clear learning objectives, which are shared with and understood by the children. They are at all times aware of what skill they are going to develop through the activity, and what outcomes the teacher is looking for in their work.

However, due to the fact that some children have additional music tuition outside school, there can be a wide variation in the children's objectives in order to ensure the progression of skills.

Teachers make every effort to link with and work with external music teachers to the benefit of their common pupils.

In the classroom, teachers use a range of learning and teaching styles, incorporating individual, pair, class and group work into lessons. Much of the work is of necessity practical, and covers the performing, composing and appreciation aspects of the National Curriculum.

Types of performances vary, from performing to a partner, to taking part in whole school, or county-wide concerts.

Children in Years 3-6 are offered the opportunity to study violin and flute with a peripatetic teacher. Peripatetic music teaching is organised by the Local Education Authority's Music Service and this school has chosen to participate in the programme. Parents who want their children to participate in the scheme must purchase or hire the instrument. These lessons are normally taught to small groups of children. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

Children in Years 3-6 are also offered the opportunity to join the school choir.

Curriculum Planning

This is organised in three stages:

Long Term Planning is based on the National Curriculum for music, which details what is to be taught over the Key Stages and provides the topic basis for planning music activities for each year group. In Llangyfelach Primary School we use The Cornerstones Curriculum. The music coordinator has checked and ensured that the National Curriculum science skills and range in are being covered by every key stage. It is monitored regularly and evaluated annually.

Medium Term Planning takes the long term plan and organises the teaching of music into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the music coordinator and then passed on to the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

Short Term Planning details the Music activities that take place. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Monitoring and Assessment

The music curriculum is monitored on a regular basis by the music coordinator, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school. She identifies the training needs of the staff and plans the training programmes. She also attends any training for music coordinators run by the local authority and other providers.

There is no legal requirement for assessment against the end of key stage levels until the end of each key stage.

More important to the school are the formative assessments, which are informal, continuous and ongoing, and identify the needs of the individual pupils. This assessment happens incidentally during classroom activities and informs the planning of the pupil's future learning.

Additional Educational Needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organisation.

However when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school, often during the lessons. The Local Authority Psychological service (EPS) is called upon to provide guidance on the forms of assistance given by the support workers, and in some cases the EPS provides tutors who visit the school to support pupils with specific learning difficulties that can affect music, such as dyspraxia.

Music in other Subject Areas and Cwricwlwm Cymreig

Literacy and Numeracy Framework

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.

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.

Information and communication technology (ICT)

ICT is used in music where appropriate. Children use computer programmes and apps to compose music e.g. BlackCat Compose and Garage Band. They also use ICT in music to enhance their research skills through the Internet. They listen to music on the Internet and they also record their own compositions.

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.

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 Llangyfelach Primary 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.

Cwricwlwm Cymreig

In music, Cwricwlwm Cymreig is supported by the study of the composers and performers who are of Welsh birth. Folk music of Wales and the work of Welsh composers is used for purposes of appreciation. Welsh Performers from past and present are all studied. In this way the pupils gain an awareness of the rich variation in culture and symbolism of the music of Wales and its people.