

Motcombe



Music Policy

At Motcombe School we firmly believe that good Communication Skills are key to ensuring Economic Well-being for the future. Children's ability to problem solve and develop effective thinking skills are vital if we are to secure the best outcomes for every child.

By engaging children in making and responding to music, we offer children opportunities for them to develop skills and attitudes that can support learning in other subject areas and that are needed for life and work, for example: listening skills, the ability to concentrate, creativity, intuition, sensitivity, perseverance, self-confidence and sensitivity towards others.

Children must be given daily experiences and opportunities that will foster their independent learning and thinking skills. The school environment must reflect the level of importance that is placed on creativity within the school community and must provide for reinforcement, challenge and stimulation

Policy reviewed annually in Term 6

School Mission Statement

'Flying High Together'

Our School Vision

"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"

Our School Values

1. Motcombe School is a community where children feel safe. It is a place where children can learn, play, work and grow together and where individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

Ethos

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports the development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

Equal Opportunities

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of both buildings and have facilities that include toilets for the disabled.

Composing

At Motcombe School we recognise the importance of developing work through individual and corporate creativity. Through the National Curriculum we actively teach composition skills.



Principles	Values	Strategies
At Motcombe School we:		
provide opportunities for children to make their own works individually or collaboratively	believe that children need opportunities to express their creativity through music	<p>use the following in Foundation Stage:</p> <ul style="list-style-type: none"> • provide the children with the opportunity to explore a wide range of tuned and untuned percussion instruments. <p>use the following in Key Stage 1:</p> <ul style="list-style-type: none"> • explicit teaching of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organized and used expressively within simple structures [for example, beginning, middle, end] • provide opportunities for children to describe music using given and invented signs and symbols • provide opportunities for children to explore, choose and organize sounds and musical ideas. • provide opportunities for children to create musical patterns

Performing

At Motcombe School we recognise that Through the Creative Development element of the Foundation Stage Profile and the National Curriculum for Music we actively teach performance skills for a range of situations and audience.



Principles	Values	Strategies
At Motcombe we:		
provide opportunities for children to use their voices expressively by singing songs and speaking chants and rhymes	believe that children need opportunities to express their creativity through music	plan opportunities for: <ul style="list-style-type: none"> the targeted teaching of key skills: how to breath, how to project, how to stand properly.
provide opportunities for children to rehearse and perform in front of and with each other	believe that children learn resilience by sharing their work and listening to other peoples views	<ul style="list-style-type: none"> plan for all children to perform in the Christmas production or end of year productions use the following in Key Stage 1: <ul style="list-style-type: none"> teach explicit musical performance skills through weekly singing sessions plan opportunities for the children to express opinions on what they have heard and seen provide opportunities for their own work to be critiqued provide opportunities for all pupils to sing in a choir
provide opportunities for children to play tuned and untuned instruments	believe that children need access to a variety of resources	use the following in Foundation Stage: <ul style="list-style-type: none"> plan opportunities for the children to use a range of instruments independently, giving them time to experiment and explore plan teacher-led learning whereby children begin to use instruments as an accompaniment to singing use the following in Key Stage 1: <ul style="list-style-type: none"> plan opportunities for the exploration of instruments within Music Sessions plan opportunities for children to self-select instruments in performance and composition provide opportunities for the children to learn an instrument by collaboration with East Sussex Music Service and the chance to learn an instrument in school
provide opportunities for children to experiment with how sounds are made in different ways	believe that children are better learners if actively leading their own learning through experimentation and investigation	across all Key Stages: <ul style="list-style-type: none"> plan opportunities for children to explore the different soundscapes of a wide range of instruments

Listening and Appraising

At Motcombe School we recognise the importance of effective Listening and Evaluating as Key Life Skills. We ensure that planned learning encourages the further development of Listening and Appraising skills that deliver the Early Learning Goals and National Curriculum Objectives. We recognize that by develop a child's understanding and appreciation of a wide range of different kinds of music we can develop and extend their own interests and increasing their ability to make judgements of quality.



Principles	Values	Strategies
At Motcombe we:		
provide opportunities for children to listen with concentration and to internalise and recall sounds with increasing aural memory	encourage children to listen and learn from sharing ideas with others	plan for activities where: <ul style="list-style-type: none"> • firm ground rules are set and maintained • all children know that they will be listened to • children are taught what to listen for in music and the behaviours needed to be effective listeners
provide areas and activities that promote opportunities for listening to wide-ranging music	acknowledge that children need access to a variety of musical stimuli in order to make judgements about the quality of a work	plan learning that: <ul style="list-style-type: none"> • encourages children to explore music from different cultures and different times • plan explicit teaching in how music is used for particular purposes (for example as a dance, as a lullaby)
provide opportunities for children to respond in a wide variety of ways to what they have heard	ensure that children's responses are valued and taken seriously	plan opportunities for children to : <ul style="list-style-type: none"> • respond to music through: role play, art, drama, dance • provide weekly opportunities through music assemblies to discuss music that we have heard as a community • explicitly teach the correct musical language to describe what we have heard (at an age appropriate level)

Year Group Targets



At Motcombe School we acknowledge that effective learning stems from knowing where children are, where they need to go, how they are going to get there and how they know when they have 'arrived'.

These Targets are intended to ensure that the appropriate progression of skills is planned for during literacy activities. We recognise that children develop their skills at different rates and therefore the most appropriate targets will be selected for each Year Group, Class, Group and/or Individual.

Targets for the Foundation Stage:

- To have experience of singing in a group
- They begin to play with some awareness of the beat;
- They explore sounds on instruments and found objects;
- They begin to follow simple musical instructions (e.g. teachers hand sign for 'get louder');
- They can make a response to different moods in music (e.g. move in a particular way when listening to a specific piece of music)
- They begin to recognize repetition when listening to music of others

Targets for Y1:

- They begin to play patterns from memory;
- They experiment with their voice (chant, rap, represent known sounds);
- They sing with a developing sense of pitch (high and low)
- They make changes to sounds (e.g. playing a drum with different beaters etc.)
- They make and repeat short patterns of sound;
- They invent their own graphic symbols to represent sounds.
- They experiment with loud and quiet and different types of sounds which instruments make.
- When changes in musical elements within a piece are very clear they will recognize and react to the change
- They recognize the use of hand signals show high and low in the tune;

Targets for Y2:

- They begin to use various notations to support the rhythm
- When pupils are performing together they play as one
- They recognize errors and begin to correct when performing.
- Links together notes based on a feel for the beat;
- When singing can be aware of more than one element at a time, e.g. loud and long, loud and short, quiet and long, quiet and short.
- When composing they can create patterns of sound which have been specially selected;
- They can use a simple structure which has a beginning a middle and an end;
- They can develop musical ideas from given stimuli (e.g. a photograph, a poem, a story)
- Some compositions will be supported by graphic or grid symbols on paper or computer screen
- They can make suggestions to improve their work.
- When listening to music they have a range of knowledge and experience of music from various times and places.

Success Criteria

By following these guidelines we expect that there will be a consistent approach to the teaching of Music, which will result in the raising of standard. We will measure our success by monitoring the success criteria listed below.

- Teachers and Support Assistants will feel confident in the delivery of high quality Music provision.
- The levels of achievement across the school will be at least good.

These guidelines will be reviewed annually by the Music Subject Leader and information will be reported to the SLT who will inform the full Governing Body as to the effectiveness of this Policy.