



VISION FOR MUSIC AT THE LINK

Music will be embedded into all aspects of school life, in order to foster children's natural musical abilities and have a positive impact on their communication and interaction, cognition and learning, social and emotional development, and physical and sensory needs.

Where were we?

- Songs have always played a big part in the daily routines at the Link Primary School.
- From 2014, Music was taught by the teacher covering the PPA time for other teachers, once a week in each class. At this time, the Jolly Music scheme was bought in, and most lessons were fashioned around this scheme. This involved providing a range of listening opportunities, performing with classroom percussion instruments, and learning and reciting a variety of rhymes and songs.
- The same songs have been sung in 'special assemblies' for many years. These are less relevant and less accessible now than when they were introduced.
- Although there is some good practice within the school at present, it is inconsistent throughout, and some of the current practice does not reflect the changing needs of the children.

Where are we now?

All staff believe that music is key in the development of children. Currently, music is used across the following 4 areas at the Link:

Within the curriculum:

- Music is an element within a number of the International Primary Curriculum (IPC) units that we use throughout the school. However, it does not feature in all of the units.
- Staff feel insecure in their own abilities to teach music as a 'subject' and no one has yet used the music strand of the IPC curriculum topics.

Additional to the curriculum:

- Dance lessons take place for every class on a Thursday. Music forms a large part of this session.
- The dance teacher also runs an extra curricula dance club after school on a Thursday. This is attended by a number of children across the school age range.

Music as a strategy for learning:

- Music and singing is used throughout the school as a motivator and as an aid to learning curriculum facts, in topic related activities and to prepare children for real life experiences (eg. a visit to the dentist)
- Songs and rhymes are used to develop early language skills
- Interactive music is used to teach communication skills in Willow, Beech, Acorns and Maple class.
- Music is used to signify and accompany movement breaks
- Background music is used to create periods of calm which enable children to be ready to learn.
- Sounds of reference for transition and classroom organisation are used effectively throughout the school as are class songs such as 'tidy up...put the toys away'

Assemblies and SMSC:

- Suitable music is used to set the tone as children come in and leave assemblies throughout the week.
- Specific pieces of music are chosen as 'songs of reference' e.g. for handing out head teachers certificates and bright stars.
- Music is used to create quiet times in classes and as an opportunity for self-reflection and relaxation.
- Singing assemblies are currently used as an opportunity for fun action songs and for a few listening games.
- Opportunities for solo performances are also given during these singing assemblies.
- At the present time, we do not tend to sing 'spiritual' songs, or any with a religious content (apart from at Christmas). There is an uncertainty about what we should or should not be doing in regard to the spiritual element.

Assemblies at present:

Monday: The focus is on SMSC/RE/festivals.

Tuesday: Assemblies take place within class rooms.

Wednesday: Sensory assemblies for Willow, Beach and Acorn classes.

A theme is decided for each half term and assemblies are planned weekly by different staff members. Music is often incorporated into these assemblies

Thursday: Singing / Music assembly – fun songs with some listening games and a solo spot on the 'music chair'

Friday: Celebratory assemblies with a focus on the promotion of the vision and values of the school, the Link Priorities and behaviour – such as the focus on the zones of regulation (Summer 2018) Music which inspires 'awe and wonder' is already used in these assemblies.

Where do we want to be?

Within the curriculum:

- Children will have a wide variety of musical experiences.
- Within a varied and differentiated music programme, children will have opportunity for performing and composing, listening and appraising.
- Teachers will feel confident and supported in the teaching of music to their classes.
- Music will remain an integral part of day-to-day school life at the Link.

Additional curriculum:

- Music therapy will be offered to those whom it will benefit.
- Children's natural musical abilities will be fostered and developed through the use of external expertise - Instrumental lessons from qualified peripatetic teachers.
- Lunch time music club will be an optional activity— music appreciation: dancing, sharing favourite music, playing instruments, singing a variety of songs of the children's choice.

Music as a strategy for learning:

- Music will be used to link different parts of the day
- Music will be used to aid the learning of vocabulary
- Music will be used to consolidate prior learning e.g. in topic areas
- Ideas and resources will be shared on the y drive and accessible for all staff to use, and to include:
- A bank of songs/music for demonstrating learning e.g. timed music (1 or 2 minutes long)
- Reflection and quiet time music ideas
- Transition songs (ideally for Willow and Beech)
- Songs to aid learning of vocabulary, for example as part of topic learning
- Interactive music – providing opportunities to move children's communication on.

Assemblies and SMSC:

- Assemblies will have 'a broadly Christian content'
- Children will encounter a variety of music styles with a 'spiritual' element
- Music will be used to enable children to connect with their spirituality

Monday: The focus is on SMSC/RE/festivals will remain. A wide variety of songs and festival music will be introduced into these assemblies along with music for reflection and quiet times.

Tuesday: Assemblies take place within class rooms.

Wednesday: Sensory assemblies for Willow, Beach and Acorn classes.

A theme is decided for each half term and assemblies are planned weekly by different staff members. Music which links with the theme for the half term could be incorporated into these assemblies. Different samples of music could be used for each interactive story

Thursday: Singing / Music assembly – optional, for those children who enjoy singing/performing

A variety of songs in different styles could be learned in these assemblies and could be sung and performed in other assemblies

Friday: Celebratory assemblies with a focus on the promotion of the vision and values of the school, the Link Priorities and behaviour. Music which inspires 'awe and wonder' will continue to be used in these assemblies.

How will we get there ?				
Target	Action	Lead	Timescale	Impact (by July 2019)
Children will have a wide variety of musical experiences.	<ul style="list-style-type: none"> Anita to investigate different music resources suitable for SEN, including Singup! New music resources need to be invested in – with a mix of genres and styles, and which cover different feelings/emotions; a variety of music styles with a 'spiritual' element enabling children to connect with their spirituality 	Anita	Summer 2019	New resources and equipment will have meant that the children still enjoy music sessions and have a broader repertoire of songs and familiar music, including music which connects with spirituality.
Within a varied and differentiated music programme, children will have opportunity for performing and composing, listening and appraising.	<ul style="list-style-type: none"> Anita to create a short document showing what needs to be covered within the music curriculum. Anita to cross reference this document against SOLAR. Anita to trial this in Oak Class before broadening to other staff Anita to assess the suitability of the IPC music strand for our current cohort of children 	Anita	Summer 2019	Anita will be able to report on the effectiveness of this in preparation of broadening it out across other classes.
Teachers will feel confident and supported in the teaching of music to their classes.	<ul style="list-style-type: none"> The priority is to support staff in delivering music as a way of supporting learning (teaching music discretely may follow) The following points will help with this 	Anita	Summer 2019	At the end of the academic year, staff will have gained confidence and feel supported in delivering music as a way to support learning.
Ideas and resources will be shared on the y drive and accessible for all	<ul style="list-style-type: none"> A folder will be set up on the Y drive and staff will be encouraged to share resources for: Music used to link different parts of the day 	Anita	Summer 2019	All staff will be able to access a wide variety of music resources easily and quickly to be used across the school

staff to use, and to include:	<p>Music used to aid the learning of vocabulary</p> <p>Music used to consolidate prior learning e.g. in topic areas</p> <p>A bank of songs/music for demonstrating learning e.g. timed music (1 or 2 minutes long)</p> <p>Reflection and quiet time music ideas</p> <p>Transition songs (ideally for Willow and Beech)</p> <p>Songs to aid learning of vocabulary, for example as part of topic learning</p>	With the help of Nic		
To develop Interactive music – providing opportunities to move children’s communication on.	<ul style="list-style-type: none"> • New songs for interactive music to be written • New resources to be bought in order to keep the sessions exciting and fresh 	Anita + all staff who lead sessions	Summer 2019	Further songs for interactive music will have been written and added to the Y drive.
Music therapy will be offered to those whom it will benefit.	<ul style="list-style-type: none"> • A music therapist now works at the school for 1 day a week and sees a number of children for sessions throughout the day 	-	Current	Impact to be monitored at the end of the year.
A music appreciation lunch time club will be offered to children.	<ul style="list-style-type: none"> • A lunch time club to be offered to those children who particularly enjoy dancing, sharing favourite music, playing instruments, and singing a variety of songs. This could be a ‘We love music’ club or similar. 	Anita	Summer term 2019	Children attending the club will build on their knowledge of what they enjoy doing in their time. They will have an increased self-esteem. (Link Priorities)
Children’s natural musical abilities will be fostered and developed through the use of external expertise	<ul style="list-style-type: none"> • Look into the possibilities of having peripatetic instrumental teachers come into the school to teach specific children. This will be impacted by the current cohort of children at the time that this is investigated. 	Anita	Long term - 3 years	