

St Andrew's CEVC Primary School
Great Yeldham.

MUSIC POLICY



Review Autumn term 2009
(Review co-ordinated by Maria Trappitt)

St Andrew's CEVC Primary School
Church Road
Great Yeldham
Halstead
Essex
CO9 4PT

RATIONALE

Music plays an essential part in the provision of a broad and balanced curriculum. It is an expressive art that highlights the values of sharing and communication, whilst acting as a vehicle for personal and communal expression e.g. through performing and composing. Music is a *“fundamental life enhancing experience, practised in all cultures and societies,”* assisting the artistic and aesthetic development of every child.

“Music makes a kind of liquid link between the study of languages, literature and the other arts, history, and the sciences – joining them together in the outer world of feelings and relationships, and the inner world of the imagination.”

Dr. Robin Holloway, Composer.

AIMS

In Music we aim to develop, for **all** our children:

- enjoyment, enthusiasm, confidence, satisfaction and technical ability through practical involvement;
- perceptual skills, through listening, performing and composing;
- a wide variety of personal and group responses to sounds and music;
- the ability to represent sounds in different ways;
- an awareness and understanding of the world’s ethnic and cultural diversity.

OBJECTIVES

- To give children the opportunity to participate in active music making, within the class lesson and in extra curricular activities where appropriate.

- To encourage children to discover, explore, use and develop skills with a variety of musical instruments, including the voice.
- To introduce children to the nature of musical traditions and conventions.
- To give children the opportunity to create, store and display musical sounds.
- To follow the National Curriculum 2000 music guidelines, at each Key Stage, including the Foundation Stage, in order to develop an appreciation for music.
- To record and monitor pupil's progress according to school policy.
- To encourage cross curricular links, e.g.: multicultural and ethnic diversity, Art, citizenship and PSHE.

CHILDREN'S EXPERIENCES

The curriculum Music according to the Long Term Curriculum Plan (LTCP) will be taught, by the class teacher in the Early Years and KS1. In KS2 Music is taught in an hour block each week by a specialist music teacher (QTS), during Planning, preparation and Assessment time (PPA). Music can be taught within a topic framework, or as a unit within a subject, or within a theme with a cross-curricular flavour. The class teacher and music specialist will follow the objectives set in the 'Music Express Scheme'. The essentials are to develop:

- knowledge, skills and understanding of controlling sounds through singing and playing;
- knowledge, skills and understanding of creating and developing musical ideas;
- knowledge, skills and understanding of responding and reviewing;

- the ability to listen and apply knowledge and understanding.

These skills, knowledge and understanding are taught over the Key Stage, through:

- i) a range of musical activities that integrate performing, composing and appraising;
- ii) responding to a range of musical and non-musical starting points;
- iii) working on their own, in groups of different sizes and as a class;
- iv) using ICT to capture, change and combine sounds;
- v) a range of live and recorded music from different times and cultures.

THE SCHOOL PROVISION

The school will provide these experiences of Music through:

- a scheme of work developed from the National Curriculum guidelines for Music, with reference to the Curriculum Map;
- allocating at least 4.4% of teaching time to Music, in accordance with DCSF guidelines;
- making Music an integral part of the school experience;
- opportunities to learn to play a musical instruments, taught by a peripatetic music specialist, in school time. These activities at present include recorders, piano/keyboard, violin and guitar.

ORGANISATION

All teaching staff are responsible for the teaching of Music to their own class. Teaching Assistants – where funding permits – will

carry out learning activities, directed by the class teachers, with small groups or individuals. Classes are of mixed ability, with overlapping age groups. The length of each lesson will match the time allocation recommended by the DCSF.

The route to learning is well planned, stimulating, balanced, challenging and reviewed regularly. We believe that it is important for children to be stimulated, interested and enthusiastic about what is learnt and the way it is taught.

Pupils should be given opportunities, where possible, for direct experience of concepts or topics to be studied. These experiences should include taking part in activities like music festivals, school concerts, opportunities for informal playing of instruments and to experience live music in school. It should also include the use of ICT. Pupils should progress in the study of Music supported by an appropriate variety of approaches to teaching and learning, with assessment opportunities planned throughout.

MANAGEMENT

The head teacher will have overall management of the Music curriculum in consultation with the Music Subject Leader and other members of staff. Governors will be informed and kept up-to-date on a regular basis.

The role of the co-ordinator will include:

- monitoring;
- liaising with the peripatetic music teachers for extra curricular tuition;
- resource management;
- raising awareness of developments within Music teaching and learning;
- support staff;
- curriculum documentation.

EQUAL OPPORTUNITIES

All pupils will be provided with learning experiences which enable them to experience success, gain confidence and acquire competence. The teaching of Music should stress the importance of valuing the cultures of others. Children should see the need to respect and be made aware of people who may be different from themselves. Pupils should be encouraged to make sound judgements, rational arguments and respect for the truth. By creating opportunities to listen to one another, reflect on opinions and arguments that differ from their own, alter their own arguments in the light of new evidence or considerations.

SPECIAL EDUCATIONAL NEEDS

The Music curriculum should fulfil the needs of all pupils. Children with IEPs will have their targets identified and supported and where necessary with additional adult help, if available.

IMPLEMENTATION

All teachers complete long (year), medium (half-termly) and short-term (weekly) planning. This follows a common format, throughout the school. The teachers will refer to the long-term plan and then to the National Curriculum guidelines, to identify learning objectives for the class. Key Stage 1 and 2 have devised a rolling programme to ensure coverage and to demonstrate continuity and progression.

ASSESSMENT

Formative assessment is ongoing and involves the children. Assessment will be made in accordance with the End of Key Stage Descriptions in the NC. The National Curriculum provides guidance on level descriptions, which ensures consistency in teacher assessment. Throughout the year there will be opportunities for assessment and examples of work will be kept. These may be pictorial notation scores, photographs and work through other curriculum areas stimulated through listening to

music. The main reason for assessment is to enable the teacher to match work to the abilities and needs of all pupils as they progress.

RECORDING AND REPORTING

The children's progress and achievement is recorded on the Foundation Subject Recording Sheets, which are then passed to the next class teacher. Annual reports are written by class teachers, identifying achievements in line with National Curriculum level descriptions, with general targets being set. Termly parent/teacher consultations are arranged, where achievements can be reported to parents.

School musical events and musical productions are celebrated through the school website, in the photo gallery, and through pictures and sound on the media-centre in the school library.

CROSS-CURRICULAR LINKS

Wherever possible and appropriate Music should be used in other areas of the curriculum. Schemes of work will identify clearly where opportunities exist for cross-curricular work, such as History, Art, PSHE and Citizenship. It should also recognise that there is a place for Music led topics. Skills, knowledge and understanding from other National Curriculum subjects, such as Maths, History, Science and English, will be integrated and considered within Music units.

MUSICAL RESOURCES

The main music resources are located in a central resource area i.e. cupboard off the school hall. A variety of resources will be used when appropriate e.g. video/audio CD's, computers, a range of tuned and untuned percussion instruments, posters, visiting musicians, and own knowledge within the school.

The school also has access to topic loans, available from the Essex Library Service. The Music Leader maintains an up-to-date record of resources.

MONITORING AND EVALUATION

The head teacher has overall responsibility for monitoring and evaluating the curriculum, in consultation with the Music Leader and the staff. Observations are carried out by the Music Leader and head teacher, with feedback and discussion with members of staff. The LEA is involved in support and monitoring.

APPENDIX

- DCSF/Music Express Scheme documents.
- Resources audit.
- Quality of Teaching and Learning Policy.
- Policy for Assessment, Recording and Reporting.

Review co-ordinated by Maria Trappitt – September 2009

Shared with Staff September 2009

Shared with Governors November 2009

Review Date September 2012