

SCHOOL MUSIC POLICY

Responsible People:

Laura Short

Date Adopted:

Summer 2013

Review by:

Autumn 2017

How the Policy developed

As part of curriculum rolling programme review.

How it relates to the School Development Plan

Music is on the agenda to be reviewed this Summer term 2013

Key Targets for the Period to the Date of the Policy review

1. Music Express scheme to be used to deliver units of work throughout the school to maintain progression. To link Music Express units to four year rolling programme where appropriate.
(Music Express is a published scheme of work that supports every class teacher in delivering music to their class. It provides good lesson plans and good suggestions for developing learning)
2. Continue to improve storage and resourcing on KS1 and KS2 sites
3. For the importance of music to be recognised and planned for as a foundation curriculum subject and to develop cross-curricular links where appropriate.
4. To maintain the profile of musical achievements within the school.

Tasks	Action Group	Timescale	Cost
Hold music recital assemblies	Children who play instruments and Choir	Spring/Summer terms 1 term ongoing	
To coach and take choir to relevant events/performance	Choir		Cost of travel
Audit of resources	Co-ordinator		£250
Audit of music provision	Co-ordinator		(budget)

Intentions

We intend

- to develop a whole school approach to music covering the curriculum areas of music, art, dance, drama, history, geography, R.E., Citizenship, French and worship where possible.
- to give children experiences of visual, expressive and performing arts, through music and dance, including multicultural settings.
- to provide children with degrees of challenge as individuals and as a group.
- that children with special educational needs should be specifically provided for in this area if this is deemed necessary. Each individual need to be assessed.
- to give the children the opportunities to perform for a variety of audiences e.g. St. Leonard's Church, parents and peers – including those from other schools.
- to offer extracurricular activities such as choir and instrumental clubs during lunchtime.
- as a school, to highlight the importance of music, including the implications for resourcing throughout all areas.
- to ensure a progression of skills is in place and followed via Music Express
- to offer peripatetic instrumental lessons through either Shropshire Music Service or a private teacher.
- to encourage workshops across the Key Stages to link to four year rolling programme.
- to participate in Shropshire Music Association activities, working with other schools in the locality e.g. Shropshire Sings.

Aims and Objectives

- To provide the children with opportunities for developing their imagination, ingenuity and independence, building on what they already know.
- To provide opportunities for children to draw upon what they see and not what they think they see, for example – refining observational skills.
- To provide experiences through music that the children may not have at home or elsewhere.
- To make resources available in central areas – KS1 resources room, KS2 music room (mainly storage of guitars, books and keyboards) and KS2 Hall storage.
- To continue to build up a resource bank for music such as suitable music, posters, song books etc.
- To provide opportunities for the children to investigate a variety of techniques at a variety of levels in all areas of music. For example, playing a musical instrument, developing vocal techniques, conducting.
- To provide opportunities for whole class, group and individual work.
- To draw out the creativity of individuals, allowing them to be successful and in control of their actions.
- To create subjectivity and objectivity by encouraging the children's self confidence and understanding of aesthetic judgements e.g. a child can express their thoughts about a piece of music.
- To value the contribution from every child through displays and performances within class situations and to a wider audience.
- To provide a wide experience of forms of art appreciation each year, listening to music by different composers, different historical ages and from different continents, using live performances and workshops as well as class lessons.
- To use displays around the school to create an ethos for the appreciation of music.

Principles of Teaching and Learning

We understand the relationship between policy and practice, and that the content of our policy has a direct link to the received curriculum.

We aim to provide the children with a variety and range of teaching approaches in all areas of music.

We believe that every child has something to offer, that there is no one 'correct' way of approaching a task.

We believe that every child should be given first hand experiences of using a variety of media, including musical instruments, their voice and ICT resources.

We will encourage children to be flexible in their approach and enable them to adapt their thoughts to include ideas from other children.

We will encourage children to offer constructive criticism so that they being to learn from each other and develop the capacity to express their own ideas.

We believe that, with increasing confidence, children will be able to use their knowledge and experience to build upon existing skills.

We believe that the process is often very much more important than the produce, although occasionally the product defines the learning objective, e.g. creating music for a specific purpose.

Equal Access and Outcome

- It is important that all equipment is equally accessible to all children.
- It is important to group children in a range of ways, as different groupings can influence what is learned, as well as how it is learned i.e. friendship groups, ability groups, mixed ability groups, girls and boys mixed, mixed ages.
- It is important to ensure that all children learn to respect all equipment available both in school and elsewhere.
- We will aim to produce experiences that the children may not have encountered at home or elsewhere.
- We will introduce children to the diversity of all aspects of music within a multicultural setting i.e. music, instruments and costumes from around the world and paintings and artefacts from different cultures and styles.
- We will consider children with special educational needs and aim to include them in music activities at all times.

- All children to be involved in performances with their class e.g. class assemblies and Christmas celebrations.

Health and Safety

We need to remember at all times that children have the right to be safe.

Pupils will be taught to use instruments for practical work safely and in accordance with health and safety requirements.

When using instruments children will be shown the correct way of using them.

When using electrical equipment such as keyboards or cassette players, children will be shown the correct way of switching it on and will be closely supervised if it is necessary to plug the equipment into a socket.

All electrical equipment is subject to an annual safety check, carried out by qualified electricians.

Throughout all music activities care will be taken to ensure that there is sufficient space available in order to carry out the task.

Implementation

All members of staff will have an agreed copy of this policy document by the end of the Summer Term 2013.

The policy will be presented to the Governor's Curriculum Committee during Summer term 2013.

Delivery of the policy will be monitored by the Co-ordinator until the target review date.

Continuity and progression

We need to be aware that not all children approach music from the same point. Some children bring with them varied experiences from home, others have little knowledge to draw upon.

Within music children are able to work to suit their own needs and ability depending upon the opportunities provided for them.

The children will begin to develop a notion of progression as their skills increase and their confidence grows.

Nursery/Reception children will be exploring all areas of music using and naming musical instruments, singing songs and rhymes, increasing co-ordination of body movements.

Year 1 and Year 2 children will continue to explore, and will begin to develop techniques such as the use of rhythmic pulses within songs and music, rhythmic movements and contrasts in dance and drama. They will begin to recognise and explore how sounds can be made and changed.

Year 3 and Year 4 children will compose by developing ideas within musical structures. They will compare and evaluate different kinds of music using an appropriate musical vocabulary. They will also begin to understand how one part can affect an entire musical performance.

Year 5 and 6 children will use a variety of notations when composing and will compose music for different occasions using appropriate musical devices.

They will be able to perform significant parts from memory and from notations, with awareness of their own contribution. They will begin to analyse and compare musical features and refine/ improve their work.

The whole school will make use of "Music Express" scheme to support music teaching within classes.

The whole school will use music to enhance their theme work in line with the four year rolling programme.

All classes should adopt the use of the 'Key Skills' document to inform their planning and ensure progression.

Resourcing

An ongoing and informal review of resources in all areas to keep abreast of new initiatives and to highlight

any areas that need updating or renewing.

Particular attention will be given to updating the instruments on the Key Stage 2 site.

Reporting

Children's experiences and achievements within music will be reported to parents yearly as part of the annual reporting process.

Summary

Music forms an integral part of children's school and everyday life and, as such, they should be given every available opportunity to experience and learn at first hand.

For Foundation Stage and KS1 children the process is often very much more important than the product.

Through music children begin to develop confidence in their own creativity by being allowed to widen their own experiences.

At school we can provide opportunities for experiencing and exploring all aspects of music, which may not be available elsewhere.