

Music Policy

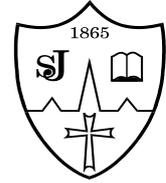
St. James' C of E Primary School

Music Policy

Written by: Rachel Hughes

June 2016

Reviewed: June 2019



Introduction

In the words of Stevie Wonder 'music is a world within itself with a language we all understand' - a language we can all read, write and sing and therefore open to everyone. What a wonderful subject!

Music should be central to any school as its links to the brain and learning have long been proven. Music improves behaviour and concentration, it deepens memories, it develops emotions, it helps develop children's speech, it helps develop abstract thinking and seeing the 'bigger picture', it helps overcome stress and develops creativity and intelligence. Most importantly though it is accessible to all and can have a huge impact on a person's happiness and their emotional and physical well-being. It is an integral part of being human.

The National Curriculum states:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Aims

School aims:

That all children have access to a rich, varied and engaging musical experience within school; in the classroom, in key stages, as a whole school and as individuals in peripatetic lessons, and musical groups in order to

- develop the capacity to express ideas thoughts and feelings through music
- provide opportunities for self expression and shared experiences and emotions
- develop an awareness of musical traditions in all cultures and societies
- provide the opportunity for a feeling of success and fulfilment

National Curriculum aims:

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Objectives

School objectives:

To enable all children and staff to have a positive experience of music through opportunities, accessible to all, which provide a wide variety of musical experiences, including a wide variety of peripatetic lessons, whole class instrumental music tuition, key stage and whole school singing assemblies, wake and shake, year group, key stage and whole school performances, incidental music opportunities, workshops, visiting musicians etc...

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Roles and responsibilities

The Headteacher & SLT are responsible for -

- ensuring there is a shared vision for Music within the school
- ensuring consistent implementation of the Music Policy

Music coordinator is responsible for -

- ensure ease of access to music resources for staff and children
- the day-to-day implementation of the Music Policy and aspects of the Music development plan as well as the implementation of a Music scheme of work
- reviewing the Music Policy
- monitoring the delivery of and standards achieved in Music; an overview of which is gained through discussions with pupils and staff and reviews of plans
- co-ordinating the integration of Music into the curriculum, ensuring continuity and progression throughout the year groups and assessment of musical achievement
- co-ordinating training for staff to raise awareness, build on experience and develop confidence
- co-ordinating the purchase and allocation of Music resources depending on budget priorities

Teachers are responsible for -

- Celebrating and including music in school routines and procedures and incidental opportunities (wake and shake, morning music - ie playing music on entry to classroom, music brain breaks, music whilst children are learning etc...

- teaching music over approximately 50 mins (ks1) and 55 mins (ks2)
- Raising awareness of extra curricular music opportunities
- Assessing pupil skills and knowledge

Teaching and learning

As in all areas of the curriculum a variety of teaching and learning strategies and styles are used - whole class teaching, small group work, working in pairs or independently, providing opportunities for experimentation, use of ICT, learning outside the classroom, opportunities for planning, rehearsing, refining, performing and evaluating - both peer evaluation and self evaluation.

Curriculum organisation

Music aims and objectives are met in the following ways:

Peripatetic lessons (drums, strings, woodwind, keyboard/ piano, harp)

Whole class music lessons

Whole class instrumental lessons

Singing - choir and assemblies plus in class time

Staff choir

Wake and shake - an opportunity to move en masses room music!

Orchestra - open to all instruments from about grade 1 standard including staff!

Music fortnight - visiting workshops and trips to the Cheltenham music festival

Our St James music festival - 'The Big Saturday' - an opportunity to perform and experienced a wide range of live music - open to the wider community

Whole school celebrations including the 150th celebrations

Class assemblies

Leavers performance

Drama club

Use of music teaching resources like Charanga which enable clear continuity and progression throughout year groups across performing, composing, listening and appraising.

Curriculum links

The curriculum links to music are endless and exciting! Through music children can explore music dance and instruments from different times and places. Children can explore rhythm, poetry, story-telling, drama, patterning, sequencing, symmetry and structure, designing and ,asking of instruments, different materials, how sounds are made. They can explore spiritual, moral, social and cultural ideas and religious festivals, traditions and values. Children can develop the ability to communicate not just with the spoken word, through working with others, through ICT and through problem solving and performance. They can develop thinking skills - asking and answering questions and exploring and developing ideas. Children can look at the world through different eyes and consider alternative ideas and views. Music is indeed a universal language which does not exclude anyone.

Assessment

The school will monitor and assess children's attainment and achievement by teacher planning and observation. Any written work produced and recorded work by the children will be assessed by the teachers to monitor progress against the objectives. Children will be involved in assessing their own work so that they can understand better their own strengths and needs, and gain a feeling of self-confidence by an increased awareness of their own knowledge and understanding. Assessment has been incorporated into the school's medium term plans and is based on the key skills taught in each unit of work; staff assess three to four objectives per year and also map coverage of all objectives.

Resources

Wide variety of tuned and untuned instruments in school, iPads including apps like garage band and beat wave, peripatetic and other specialist music teachers, online resources such as Charanga, sing up, classical 100, young voices and BBC schools links, access to wide variety of CDs within school.

Equal opportunities

Every child should have the opportunity to experience success and achieve as high a standard as possible whether they are able musicians or developing their musical awareness. Teachers respond to diverse needs of pupils as in all subject areas, helping them to overcome any barriers to learning.

Health and safety

As music becomes more high tech the potential hazards in the classroom increase and therefore schools need to ensure regular testing of electrical equipment as well as regular maintenance of other musical instruments. Staff should be aware of the safe ways to move heavier musical instruments and equipment, of safe storage of items and disinfecting of any blown instruments.

Review and monitoring of policy

This policy has been developed through discussion with the teaching staff and governing body. It will be updated in line with new initiatives and changes to the curriculum. The Music Co-ordinator will monitor the implementation of this policy.