

Music Policy

Leadership

Leadership of this curriculum area is divided into three responsibilities:

- Teaching and Learning – monitoring planning, lessons and assessment sheets, and providing guidance (perhaps third-party).
- Resources – managing the budget and organising the resources.
- Performances – ensuring the smooth-running of any performances, practices (including song practice) and visiting performers.

The importance of music in the primary years

‘Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feelings and enable personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between home, school and the wider world. The teaching of music develops pupils’ ability to listen and appreciate a wide variety of music, and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.’ (Curriculum 2000 document)

Aims and Objectives

At Orchard Primary School we believe that a balanced music curriculum should aim to:

- Make children more aware of, and sensitive to, sounds.
- Develop the musical interest and ability of all children, whatever their previous musical experience.
- Provide children with first hand experiences of the basic elements of music.
- Provide experiences and activities that will introduce, practice, and develop musical skills, e.g. performing, composing, appraising and listening.
- Provide another way to express their ideas and feelings.
- Provide opportunities for children to experience music from various cultures, times and places.
- Help children to ‘know’ music by teaching them a rich and varied repertoire of songs.
- Develop music skills through music making.
- Be fun!

Planning

As a school we use the Musical Express schemes of work which ensures coverage of the National Curriculum for music, throughout the primary years. Teachers are to do one unit per half term.

Half-termly planning sheets are used to identify the units, the areas of the National Curriculum to be targeted and the activities to be undertaken. Programmes of Study (POS) are identified on this plan. The plans are monitored by the Music Leader responsible for teaching and learning each term. More detailed planning is recorded on the weekly planning sheet.

In the Nursery and Reception classes, planning will be in line with the early years’ requirements.

Teaching and Learning Styles

Good music teaching reflects the varied nature of the subject. It is therefore expected that a variety of approaches will be used in the teaching and learning of music at Orchard Primary School.

The children may be grouped by ability or social grouping, depending on the activity and the learning intention of the lesson. However, generally, music lessons will be taught as a whole class due to the nature of activities. The majority of the teaching of music is scheduled to make use of the studio facilities.

Peripatetic lessons are available to children at Orchard Primary School. The nature of the tuition depends upon demand.

It should be noted that the children's music education / experience will not just be through lessons taught in a classroom context. The children will also have opportunities to develop a wider knowledge of styles of music and use their listening and appraising skills during recital by various visiting musicians, links to Topic work and through assemblies. The music listened to during assemblies will be varied. For example:

- Baroque
- Classical
- Pop
- Opera
- Film sound tracks
- Music from other cultures

A weekly assembly will be held for the whole school to introduce and practice songs to provide a varied repertoire.

Differentiation

There needs to be careful consideration by each teacher as to how they will differentiate for music lessons as children's musical ability can vary greatly. Generally, the differentiation within music lessons will be by outcome where children will be set the same task but what is achieved as the end result will vary. However, sometimes the differentiation may be by task, especially if there are any particularly musically talented children in the class. Differentiation by task may mean different tasks are set for different levels of ability, or that the same tasks are set but the progression to achieving the task are varied.

Equal Opportunities

Teachers should try to actively promote equal opportunities for both boys and girls at all times. Tasks should be shared out equally, regardless of gender. Children from all countries, cultures and religions should be encouraged to share their experiences to enrich each others' learning. Children with disabilities should be supported in their music work.

Resources

There are various resources in the Studio to aid the effective teaching of music, which include a wide range of tuned and un-tuned percussion instruments, keyboards, recorders.

Assessment and Record-Keeping

Teacher assessment within music will be by observation. These observations should be matched up to the assessment sheet, which reflect the National Curriculum levels for music. These assessment sheets should be filled in by the class teacher, at the end of each unit taught, in the appropriate colour. They will then form a basis for annual summative assessment.

It is important for the class teacher to give regular verbal feedback during lessons, and children should also be encouraged to assess themselves. These evaluations in composing and performing give pupils opportunity to improve.

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