



Together - we care, we learn, we belong

## Music Policy

### 1. School Philosophy

Musical education describes the process of learning in, about and through music and using such knowledge and experience to encourage and develop the creative potential, confidence and ability of the individual.

In order to receive such an education, all pupils should be entitled to experiences in music which are comparable to other subjects in the creative area of learning of the National Curriculum, and should form an integral part of the learning programme.

#### **Musical activities contribute to all areas of learning:**

1. Personal, social and emotional. Improving self image, self esteem, co-operation and listening with attention to each other.
2. Communication Language and Literacy, extending their vocabulary.
3. Maths development, numbers, pattern, shape and space.
4. Knowledge and understanding of the World, their environment, history, where the instruments come from.
5. Physical development, gross and fine motor skills, how their bodies work. Music makes children want to move.
6. Creative development, explore, share ideas and feelings, developing their imaginations.

### 2. Aims

The aim of the music curriculum is to enable children to:

- Awaken an individual's interest in music.
- Develop the child's imagination.
- Increase the child's emotional stability and affect the child's mood.
- Stimulate vocalisation and rhythmic response to what the child hears.
- Refine, record and communicate musical ideas.
- Listen and identify musical elements and structure, and appraise music.

#### **Through music in this school we hope to develop specific skills:**

- Listening with concentration (especially to the singing voice)
- Developing aural memory.
- Use of their imagination
- Develop a strong feeling for pulse and the ability to control and co-ordinate movements when seated.
- Develop a feeling for rhythm
- Find and develop the singing voice
- Performing individually and in a group with confidence.

- The ability to internalise and use a musical thinking voice e.g. *sing on phrase aloud and the next silently in their heads.*
- Respond to sound and silence.
- Respond to music being calmed or excited, moving rhythmically.
- Express feelings, thoughts and ideas.
- Explore sounds.
- Play instruments in a controlled way.

### **3. The Role of the Music Co-ordinator**

The music co-ordinator is responsible for the development and monitoring of the Music curriculum. The co-ordinator

It is the role of the music co-ordinator

- to support, assist and share curriculum expertise with other colleagues
- to assist with long term planning and the forming of assessment criteria
- to keep abreast of current developments
- to attend inset courses and report back to staff meetings
- to liaise with colleagues regarding music for school performances.

### **4. Implementation**

The class teacher teaches music to their own class. The teachers are supported by the Music co-ordinator and Music scheme which act as a developmental spine. Members of staff have copies of the appropriate programmes of study.

CD's of music which demonstrate specific elements in music are available, as are a very wide range of childrens' song books – many topic based.

Class lessons take place in the classroom and when appropriate year group and hymn practice take place in the hall.

Planning for music will encompass the strands outlined in the Programmes of Study to ensure full coverage of all aspects. The year groups are responsible for the coverage of short term planning and implementing teaching in own class groups. Medium and long term planning are normally the responsibility of year group staff/teams.

Activities are planned so that each strand is visited on many occasions, thus giving lots of learning opportunities and confidence building to both the less able and the able. Individual children's needs are met through working in small groups and in individual work. Tasks are modified and instruments chosen with care for children with special needs.

Opportunity is given for children to perform to others in classroom, hall, festivals, etc.

### **5. Assessment, Recording and Reporting**

Assessment is ongoing by the class teacher using agreed success criteria. We plan to ensure that progression and assessment informs the planning. This is shown in the long and medium term plans, and in greater detail in the short term plans.

Recording is in the way of a traffic light system, and it can be used as a positive statement of what the child can do, what he/she has had experience of or what he/she is aiming towards. It informs the reports sent to parents.

**6. Cross Phase liaison and continuity**

Long term plans show what has been undertaken throughout the year. This is then built upon and developed in the following year. Children have the opportunity to perform music with and to other classes.

**7. Resources**

Music Express Scheme of work for Foundation Stage and Key Stage One, including books, CD's and CDRom's. This is reflected in the planning.

We have a wide range of pitched and non-pitched instruments and a variety of beaters in the hall, including an electronic keyboard, electronic drum kit and karaoke machine.

There is a large range of children's song books stored on shelves in the hall. CD's and songs used within school are available.

**8. Storage**

Foundation Stage staff have a variety of instruments stored in their areas. All other instruments are stored in the hall. Song-books, including religious song books, are kept on shelves in the hall. Planning teams keep Music Express scheme of work books and CD's.

**9. Future Developments**

When possible the co-ordinator keeps staff informed of new musical thinking, courses etc. Instruments are checked and renewed by the co-ordinator.

Within all teaching and learning in this subject all relevant gender/race/disability will be recognised and treated equally.

An action plan will be produced every September. The music policy is reviewed bi-annually.