

Introductory Statement

The policy for the provision of music in education in this school has been drawn up to ensure continuity of progression for all pupils regardless of age, ability, gender or race. It has been devised in consultation with all members of staff.

In use this policy should ensure consistency of approach, an awareness of the resources available and how they are stored. In identifying and adopting a common policy, which can be reviewed regularly, we want to create a support mechanism for everyone ensuring continuity for our children.

This policy is for staff and all other people involved in the teaching of music in the school. It will ensure effective communication between staff, governors and parents.

What is Music?

Music is concerned with the creative, aesthetic and emotional response to rhythmic combinations of sounds. Music education has two strands: creation and evaluation. The creative element involves children in using a variety of instruments for composing, improvising and performing. The evaluative element enables pupils to develop skills in listening and to appraise their own work and that of other musicians and composers and to understand the value and significance of Music in society.

Statement of Aims

We aim to:

- Make music available to all children, allowing them to have a self- sufficient proficiency.
- Ensure that Music is an enjoyable interesting subject where all children can achieve success and receive praise for their efforts.
- Plan to introduce skills at an appropriate developmental stage and, following delivery of learning opportunities, monitor and evaluate its effectiveness.
- Develop a sensitive response to sound in general and in particular to those organised patterns of sound called 'music'.
- Develop skills to use voice and instruments, mainly percussion.
- Develop ability to listen to and appraise music by a range of composers from their own and other cultures.
- Develop the capacity to express ideas and feelings through musical creation understanding the relationship between sound and symbol.
- Develop skills and awareness in group music making for an audience.

- Develop an appropriate vocabulary to help them understand and discuss their own work and others.
- Offer pupils opportunities to experience personal satisfaction and self-confidence when participating in any musical activity.
- Enrich and support other areas of the curriculum with musical activities.

National Curriculum Requirements

The programmes of study in the Music handbook set out what should be taught, and are detailed on pages 18 and 19 of the Music handbook.

The attainment target for music (pages 36 and 37 of the Music handbook) sets out the knowledge, skills and understanding that the pupils of different abilities and maturities are expected to have by the end of each key stage. There are eight level descriptions of increasing difficulty. Each level description describes the types and range of performance that pupils working at each level should characteristically demonstrate. Children at Key Stage 1 are expected to work within levels 1 to 3, Key Stage 2 are expected to work within levels 2 to 5. The majority of children are expected to have reached level 4 by the end of Key Stage 2.

Curriculum, Planning and Organisation

The class teacher or a member of the year group team teaches music in class groups. Breath of study, continuity and progression is ensured through the use of a published music scheme 'Music Express'. The scheme is divided into year group books (one for each year group and a shared book for Foundation Stage). Each book is split into six half-termly units. Each unit teaches a range of concepts and skills that match those laid out in the National Curriculum programme of study. An over-riding theme is apparent for each unit.

In addition to 'Music Express', the 'Sounds of Music' previously used in Key Stage 2, is available to support the new scheme and is particularly valuable for providing Topic-related musical material.

Both mid-term and weekly planning is taken directly from the published scheme when appropriate. Learning objectives are highlighted in the National Curriculum document when they have been taught to ensure coverage from one year to the next. Planning sheets are annotated to show how lessons may have been adapted. Comments to show the use of supplementary material linked to Topics are also recorded on planning.

In cases where 'Music Express' is not the main resource, music planning follows the same format as other foundation subjects, Appendix 1.

Resources for use in Key Stage 2 are centrally stored on shelving in the Year 4/5 corridor. Untuned percussion instruments are stored in labeled boxes and can be carried easily to the appropriate classroom or teaching area. In Key Stage 1, instruments are

stored on a new portable unit that can be wheeled easily to the appropriate classroom or teaching area. Refer to Appendix 2 for list of resources.

We offer a range of live musical performances to all children during each academic year. These range from performances by the school choirs and by children who receive instrumental lessons in school, to performances by professional musicians.

Singing is valued and promoted on a whole-school basis through a weekly 'Sing and Praise' session and singing forms an important role in daily collective worship. In lower school, an additional singing session provides further opportunity for singing for enjoyment and the reinforcement of musical skills taught in class.

Assessment

In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance.

Formative assessment is used to guide the progress of individual pupils in Music. This is carried out informally by teachers in the course of their teaching. A key learning objective is assessed each half-term using the standard assessment sheet, Appendix 3.

During musical activities as much feedback as possible is given to pupils about their own progress. This aims to help children learn by being positive and constructive.

Reporting to parents is done through consultations, usually one each term and annually through a written report.

Cross-curricular links

While there are clear links with most National Curriculum subjects, there are dangers in making music fit predetermined themes or topics. Music is a specialist subject and planning needs to ensure that the specialist aspects of it are clearly and effectively taught. The use of the Music Express Scheme helps to ensure the above whilst allowing for creative links through a Topic approach when appropriate.

Extra-curricular activities

Children are given the opportunity to join the separate Upper and Lower school choirs. Both choirs rehearse on a weekly basis. Enjoyment is the main aim. The Key Stage 2 choir performs in assemblies and Sing and Praise sessions and help to raise the profile of singing throughout the school. Both choirs perform at least twice yearly for parents (concert/musical productions).

A recorder group made up of year 5 and 6 children meets weekly and also performs regularly in assemblies and at musical events.

In addition to recorder lessons, children in Key Stage 2 are offered the opportunity to apply for brass or stringed instrumental tuition provided by Tees Valley peripatetic teachers. Private Keyboard lessons are also offered through our links with Music Works Company.

The Role of the Music Co-ordinator

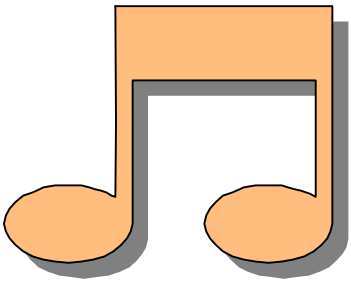
- Take the lead in policy development and monitor the delivery of Music to ensure progression and continuity in Music throughout the school.
- Co-ordinate extra-curricular music activities in school.
- Support colleagues in the delivery of Music and assessment.
- Monitor progress in Music and advise the Head Teacher on action needed.
- Take responsibility for the purchase and organisation of resources for Music.
- Keep up-to-date with the developments in Music education and disseminate information to colleagues as appropriate.
- Over see the provision of peripatetic music teaching in school provided by the Tees Valley Music Service and of private keyboard lessons offered in school by Music Works.

Equal Opportunities

At Skelton Primary School, we aim to ensure equal access to music provision regardless of ethnic or cultural origin, gender, physical or mental ability and will endeavor to steer pupils towards activities in which they can succeed. Tasks will be adapted and where possible resources will be provided to ensure equal opportunities for all pupils.

Conclusion

The policy for music in this school was developed for the benefit of both the children and staff. It is intended to be a working document and will be regularly evaluated and updated.



Skelton Primary School

Music Policy

Revised by Mrs N Hague

January 2005