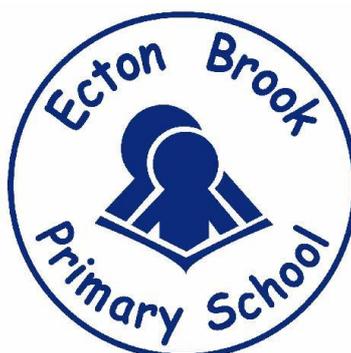


Ecton Brook Primary School

Music Policy

2017



Music Policy 2017

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of music at Ecton Brook Primary School. It was developed through a process of consultation with teaching staff.

The Arts Policy also encompasses the Music curriculum.

Music is concerned with the creative, aesthetic and emotional response to rhythmic combinations of sounds. Within our music lessons, children will be provided with the opportunity to compose, improvise, sing, create and perform. They will also learn to manipulate and evaluate their creations.

This evaluation element enables pupils to develop skills in listening to and appraising their own work and that of other musicians and composers. This also helps them to understand the value and significance of Music in society.

Aims

Our aims in teaching music, following the revised curriculum, are that all children build upon their natural responses to Music, and:

- Are given regular opportunities to sing at all Key Stages to help with the internalisation of music
- Find enjoyment and build self-esteem in creating music and see themselves as musicians
- Find a lasting sense of purpose, achievement and fulfilment in musical expression
- Have first hand experiences to develop as a musician in a practical sense
- Feel able to express their ideas and feelings through musical creation
- Learn to listen analytically
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others
- Understand the relationship between sound and symbol and develop a working knowledge of systems of notation for use in composing and performing
- Composing, performing, listening and appraising are inter-related and will be taught holistically
- Appreciate and evaluate the work of a range of composers and musicians from their own and other cultures.

Teaching and Learning in Music

The emphasis in our teaching of music is on learning through doing and we aim to help each child achieve competence and control in:

- Singing
- Making and classifying sounds
- Distinguishing pitch, dynamics, duration, tempo, form, timbre and texture
- Using instruments
- Listening, responding and appraising
- Notation

Group work, individual work and class teaching are used where appropriate. Within this structure groups are usually of mixed ability and are differentiated accordingly. Relevant discussion is encouraged to develop vocabulary and understanding.

Music is taught by class teachers and specialists, the expertise of all other staff is used appropriately

Classroom support staff may be used to assist the teaching of Music by supporting group activities, providing extra support for children with specific needs and providing any relevant musical skills where appropriate.

Visitors to the school enrich the Music curriculum. They include instrumental groups (drumming, brass, rock and pop, woodwind and strings) and production troupes from a variety of cultures.

The Role of the Music Co-ordinator

The role of the Music Co-ordinator is to:

- Take responsibility for the purchase and organisation of central resources for Music
- Keep up to date with developments in Music education and communicate information to colleagues as appropriate.
- To collate evidence of Music through out the school in the form of a portfolio
- To support staff in order for the scheme to be carried out with confidence
- To ensure continuity and progression throughout the school with regards to music
- To formulate and implement a school Music policy and scheme of work
- To create a music action plan
- To evaluate and monitor the progress made by groups of children as they move through the school

Planning the Music Curriculum

The foundation for curricular planning is the whole school curriculum map that identifies which areas of work are going to be taught and when.

The current Music Express and Charanga schemes of work provide the basic format for continuity and progression for the teaching of Music. The basic format that can be followed by the whole school and this enables flexibility for creative teaching of the National Curriculum 2017.

Assessment in Music

Formative assessment is used to guide the progress of individual pupils in music. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage of his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.

Each half term pupils will be assessed as to how far they have fulfilled the term's objectives.

The results will then be analysed and any issues arising will form part of the next action plan. This process also

allows the music co-ordinator to keep up to date with the levels of attainment for all the children in the school. Suitable tasks for assessments include small group discussions in the context of a practical task, specific assignments for individual pupils and individual discussions in which children are encouraged to appraise their own work and progress.

Feedback to pupils about their progress in Music aims to help children learn by being positive and constructive and is always done when a task is being carried out through discussion between child and teacher.

Strategies for recording and reporting

Reporting to parents is done twice yearly through interviews and annually through a written report.

Homework

Occasionally homework is used to support Music through tasks such as library research into our diverse musical heritage and bringing instruments, recorded music or other artefacts from home into school.

Strategies for the using resources

Except for reception year all resources are held centrally. Central resources in music are the responsibility of the Music subject leader , who has a small budget available. They include:

- Pitched and unpitched percussion instruments
- Keyboards
- Pre-recorded music (CDs and tapes)
- Music Books

A full list of music resources is stored centrally.

Information for Communication Technology is a major resource which is used in Music for:

- recording
- composition and performance using specialist software
- listening and appraising
- research using the internet

The Library is used in music for reference – a wide selection of books is available covering, for example, musical instruments, classical and modern composers and music of other cultures.

Music for children with Special Educational Needs

Children with special educational needs will follow the same units of work as the rest of their peers but differentiated so as to be at an appropriate level. Differentiation may take the form of:

- the use of additional support from the class teacher or support assistant

- modified teaching targets
- differentiated work tasks and the means of recording
- differentiated questioning

Gifted and Talented

Ecton Brook Primary School identifies the more able pupils in music and makes provision within this curriculum area that secures added breadth, depth and pace for these pupils.

Celebrating Music

Excellence in Music is celebrated in performance including:

- Annual large scale performances which give each child an opportunity to participate
- Small scale performances of groups or individuals in classroom situations, assemblies and for the local communities.
- Musical concert for groups and individuals
- Participation in inter school activities
- Local/county activities eg. carnival / Arts Festival

Extra Curriculum Activities

Our school policy is to ensure that all children have the opportunity to play a range of musical instruments during their time at our school.

A peripatetic Music teacher visits the school weekly to offer instrumental tuition to pupils showing particular talent in playing recorders, stringed, brass and woodwind instruments.

All year 4 children are given the opportunity to play a brass instrument.

Extra-curricular activities include; Choir, Singing Club, Brass ensemble, Samba band, Recorder group, Guitar club, African drumming club, Steele pans and trips to festivals, concerts and performances.

Health & Safety in Music

Health and Safety issues in Music include:

- use of instruments in accordance to health and safety requirements
- appropriate storage of instruments

Equal Opportunities in School

The Governing Body of Ecton Brook Primary School will ensure the equality of opportunity, the fair and equal treatment of any pupil or member of staff irrespective of race, colour, ethnic or national origin, religion, creed, age, sex or disability.