

Highfields Primary School



Music Policy

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AIMS

Our aims in teaching music are that all children will:

- Have the opportunity to experience, enjoy and feel able to make some contribution or response to it.
- Experience a wide variety of musical styles and cultures.
- Be encouraged to listen attentively to music with an increasingly critical ear.
- Be encouraged and have opportunity to participate and co-operate within a group with regard to singing, creative music making or musical ensemble.
- Be encouraged to develop an awareness of rhythm, pitch, dynamics, timbre, tempo, structure and melody through aural training and playing of percussion instruments.
- Gain increased confidence that encourages participation in musical performance for a variety of purposes and audiences.
- Have the opportunity to experience musical activities in a variety of contexts and to appreciate that music can enhance and develop their learning across the curriculum.

STRATEGIES FOR THE TEACHING OF MUSIC

The music curriculum is taught as a subject in its own right, although additional opportunities for cross-curricular links are also utilised, particularly within our Topic Work focus. The specific learning focus for each term is identified in line with the “Charanga” scheme of work, which is closely linked to the Topic units.

Class lessons focus on class singing, creative music making, percussion and instrumental work and listening and appraising.

PROCEDURES

It is our intention for every child:

- Through singing, dancing and movement to develop a sense of rhythm and the ability to respond to it.
- Through singing and the use of tuned and untuned instruments to develop an awareness of pitch, dynamics, structure and texture.

- Through exploration and experimentation, to obtain an awareness of a variety of instruments and the different sounds they make (timbre).
- To create and improvise atmospheric sounds to provide an extra dimension to drama, art, poetry and stories.
- To use simple notation to communicate musical sounds to others and provide an understanding of the basics of standard notation.

SPECIALIST TEACHING AT HIGHFIELDS

Peripatetic instrumental tuition is offered in recorder playing, keyboard, drums brass and a variety of woodwind instruments.

Further opportunities are offered to children through extra curricular clubs.

Wider Opportunities (Year 4)

School choir - Years 3-6

School band - Years 3-6

Individual/group Instrumental lessons

Singing club - Year 2

Recorder lessons (from year 2)

DIFFERENTIATION

For the most part this is by outcome in general class teaching. “Charanga” a commercial scheme was implemented during the autumn term of 2012. This is a graded scheme, which has built in differentiation. Staff also add to this and adjust activities as appropriate.

EQUAL OPPORTUNITIES

Every child is given the opportunity to join the choir and band. There is no process of selection and children are able to participate at their own level and encouraged to extend their participation.

Children in receipt of PP funding are encouraged to learn a musical instrument/sing in the choir.

EMPHASIS IN TEACHING OF MUSIC

The emphasis in our teaching of music is a combination of music appreciation, learning relevant music skills and communal participation.

Excellence in music is celebrated in performance including:

- Regular participation in choir/band festivals
- School based musical productions
- Class assembly presentations
- Playing and singing in ‘showing and sharing’ assemblies
- Awarding certificates and grading

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

Planning in music is a process in which all teachers are involved wherein:

- Development takes place through a process of collaboration between staff and is approved by governors.
- The 'Music Express' schemes of work to be used consistently across the school to guide planning and teaching.
- Topic areas are carefully selected and planned for to ensure full coverage of the National Curriculum and engaging opportunities for learning.
- INSET training will be identified and delivered at the time agreed in the school development plan.
- The music policy and the scheme of work will be reviewed and monitored every three years.
- Resources and equipment will be audited and monitored every three years to ensure it is maintained and replaced where necessary.
- Planning and teaching of music is monitored by the co-ordinator and the Headteacher.

ROLE OF THE MUSIC CO-ORDINATOR

The role of the music co-ordinator is to:

- Take a lead in policy development and the monitoring of schemes of work designed to ensure progression and continuity throughout the school.
- Support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities.
- Monitor progress in music.
- Take responsibility for curriculum budget bid for the prioritised purchasing of resources.
- Keep up to date with developments in music education and inform colleagues as appropriate.
- Seek opportunities for children to perform in school and in the local community.

ASSESSMENT IN MUSIC

Formative assessment is used to guide the progress of individual pupils in music. This is mostly carried out informally by the teachers in the course of their teaching.

Suitable tasks for assessment include:

- Group tasks in music making
- Oral questioning
- Individual discussions in which children are encouraged to appraise their own work.
- Target tracker progress reports

STRATEGIES FOR RECORDING AND REPORTING

Records of progress in music are reported to the subject co-ordinator and levels of attainment indicated for each child.

Reporting to parents is done annually through a written report to parents.

Reporting on music will focus on each child's:

Listening/appraising skills

Participating and contribution to group/class music making

Participation in performances

RESOURCES AND EQUIPMENT

One piano and two clavinovas

A range of untuned percussion instruments

A range of tuned percussion instruments including chime bars, glockenspiels xylophones and metallophone.

Descant, treble and tenor recorders

Class set of flutes and clarinets

2 Drum kits

Range of Music stands

Recorder music

Piano music

Charanga schemes of work and apps