

Sherwood Primary School

**Music
Policy**

January 2012

Mission Statement

We aim to create a happy, caring environment in which the children develop self-confidence and independence and are encouraged to be considerate and show respect for others, while reaching their true potential.

Philosophy

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It enables 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 the 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, thereby developing a sense of group identity and togetherness. It also increases self discipline and creativity, aesthetic awareness, sensitivity and fulfillment.

Aims

The main aim of music education is to develop children's sensitivity to, and their understanding of music, through an active involvement in performing and composing, listening and appraising.

When teaching music we aim to:

- Develop their understanding of a wide range of music
- Develop and extend their own interests
- Increase their ability to make judgements of musical quality
- Acquire knowledge, skills and understanding needed to make music
- Develop skills, attitudes and attributes that can support learning in other subject areas.
- Promote positive attitudes towards, and enthusiasm for music in school.
- Develop social skills and awareness whilst making music together.
- Develop each of the skills of performing, composing, listening and appraising in all activities.

Programme of Study

Foundation Stage

During the Foundation Stage, children are given the opportunities within the Early Learning Goals – ‘Creative Development’. They are taught to recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sound patterns and match movements to music.

Key Stage 1

During Key Stage 1, children build on their natural enthusiasm for music, using it to listen to and respond physically to a wide range of music. They explore and enjoy sounds, creating different moods and effects. They play musical instruments, sing songs from memory and create accompaniments with increasing confidence. They compose, perform and develop an understanding of the key elements in music.

Key Stage 2

During Key Stage 2, children sing songs and play instruments with increasing confidence, skill and expression. They improvise and develop their own musical compositions in response to a variety of stimuli. They explore their own thoughts and feelings through responding physically, intellectually and emotionally to different types of music.

Curriculum Organisation

Sherwood Primary School uses the national QCA scheme of work for music, and the A&C Black Music Express scheme as the basis for curriculum planning in Key Stage 1 and 2.

There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit and the planned progression that is built into the scheme of work means that the children are increasingly challenged as they move through the school.

Music in the Foundation Stage is taught as an integral part of the topic work covered during the year. The musical aspects of children’s work is related to the objectives set out in the Early Learning Goals. Music contributes to a child’s personal and social development. Counting songs help to foster a child’s mathematical ability and songs from different cultures increase a child’s knowledge and understanding of the world.

There are a number of other resources available to support the scheme of work (see resources)

In Year 3, all children are provided with the opportunity to learn a musical instrument. The children have one half hour lesson a week which is taught by the music co-ordinator. Instruments are provided.

Private instrumental tuition is provided via peripatetic tutors and Lancashire Music Service.

All children will take part in a production once a year. Allocations for this are split into groups of:

Foundation

Key Stage 1

Lower Key Stage 2

Upper Key Stage 2.

Performances will be shown to the whole school and parents.

The school choir meet once a week for rehearsals. They sing a wide range of songs and take part in a number of events that are organised throughout the year.

Resources and Accommodation

A variety of music resources are kept in school.
(See appendix 1)

Role of the Subject Leader

See subject leader's job description (appendix 2)

Assessment and Record Keeping Procedures

The National Curriculum for Music sets out the knowledge, skills and understanding that pupils of different abilities are expected to have by the end of each key stage. The level descriptors describe the types and range of performance that pupils working at that level should characteristically demonstrate. 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. When doing so, each description should be considered alongside descriptions for adjacent levels.

We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an ongoing process. Recordings of children's performances can be made for evidence within the subject. Children are also required to evaluate their own work and the work of others.

Information on a child's progress in music will be communicated to parents in their annual report.

The music co-ordinator will keep samples of children's work and events in a portfolio.

Special Needs Provision

As much provision as possible is made for pupils with Special Educational Needs to aid their equal participation in music activities and development in all the skills and elements. This includes children who may be gifted, talented and able in music and children who have a greater need to strengthen their own individual skills. Activities are matched to each individual's needs. These are met with the guidelines of the Music policy, Scheme of work and the SEN policy.

Also see SEN policy.

Equal Opportunities

Pupils bring to school a range of experiences, interests, strengths and religious or cultural beliefs which will influence the way they learn music. Sherwood School plans the teaching of music so that all pupils have equal opportunity to participate and develop in all the skills and elements in the subject. Activities are planned to engage and stimulate both boys and girls alike. Provisions are made for children with Special Educational needs. (See above)

The scheme of work allows children to look at music from a wide range of cultures, times and countries.

Also see Equal Opportunities policy.

Health and Safety Issues

Health and safety issues in music include:

- Use of instruments in accordance with health and safety requirements.
- Appropriate storage and movement of instruments around school.

PSHE and Citizenship

Throughout the scheme of work, children have opportunities to work with others, listening to and developing good relationships and respect.

Children develop an understanding of a wide range of music from different cultures, backgrounds and age groups.

Through music, children are helped to develop confidence and responsibility and are encouraged to make the most of their ability.

Music can be used as a vehicle for tackling difficult issues and examples of these can be demonstrated in a wide range of songs.

Multicultural Links

The scheme of work promotes the teaching of music from different cultures, times and countries throughout all the skills. The school has a range of resources for teaching use.

Also see Equal opportunities policy.

Links with other areas of the curriculum

Music at Sherwood School also helps to develop skills in other areas:

- Literacy – language skills, rhythm, rhyme, research, creative writing, communicating ideas.
- Numeracy – patterns, sequences and processes.
- Dance
- Art
- ICT – composition, notation, research, use of CDs and recording for assessment
- PSHE – reflecting, listening, creating and performing.

Approval date: January 2012

Review date: January 2018

Signed (Headteacher):

Signed (On behalf of the Governing Body):