

Drew Primary School

MUSIC POLICY



'Learning today for tomorrow's world'

Agreed at Governing Body Meeting on _____

Signed Headteacher: _____

Signed Chair of Governors: _____

Name of Policy: Music	Date 5th May 2014
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Agreed at Policy Committee Meeting on:	10th July 2014
Signed Head teacher:	10th July 2014
Signed Chair of Governors	10th July 2014

History of Policy

Date	Notes
June 2014	Policy Updated by Mary Wilson : Music Leader
10 th July 2014	Curriculum Committee review policy

PURPOSE

At Drew Primary School we are committed to providing all children with learning opportunities to engage in music. Music is a unique way of communicating. It can inspire and motivate children. Music reflects the culture and society we live in. It also plays an important part in helping children feel part of a community. It is important to provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

This policy reflects our schools values and philosophy in relation to the teaching and learning of music. This policy has been developed through a process of consultation with school staff and governors.

AIMS AND OBJECTIVES

Music is a foundation subject within the National Curriculum. Through the teaching of Music we aim to help pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

REFERENCES

The importance of Music and the Arts within schools has gained additional external prominence; Sir Michael Wilshaw (Ofsted) recently announced: "The effective teaching of art, music, drama and other creative subjects is important in ensuring students experience a rich and balanced curriculum. This is something our inspectors pay close attention to when they visit schools."

The above aims are consistent with our schools philosophy and take account of the National Curriculum.

PLANNING

Planning is the responsibility of the music specialists who deliver the lessons across the school. Planning is used to:

- Set clear achievable goals;
- Ensure work is matched to pupils' abilities, experiences and interests;

- Ensure progression, continuity and subject coverage throughout the school;
- Provide criteria for assessment and evaluation of teaching and learning.

PROCEDURE

Music is taught as a discrete subject. There is a strong emphasis on ensemble work. Ukelele and Glockenspiel are taught in class groups and Steel Pan in Year group ensembles.

CURRICULUM GUIDANCE

EYFS

- We teach music in EYFS as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in Development Matters. Music contributes to a child's personal and social development. Rhythm is a key element in Communication. Counting songs foster a child's mathematical ability. Songs from different cultures increase a child's knowledge and understanding of the world.

KS1

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments.
- Listen with concentration and understanding to a range of high quality live and recorded music.
- Make and combine sounds using the different dimensions of music.

KS2

Musical Composition and Performance

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.

Music History and Appreciation

- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

ASSESSMENT

We are investigating a range of assessment formats.

RESOURCES

- Music resources are stored centrally.
- Variety of percussion instruments
- 30 glockenspiels - class lessons
- Ukuleles
- Steel Pans (property of Steel Pan specialist)
- Recorders
- Music Stands
- CD Players
- Range of CDs - songs and music

EQUAL OPPORTUNITIES

All children have the same access to Music activities regardless of their ability, gender, race or cultural background. Differentiation will ensure that activities are tailored to children's needs from supporting those with SEN through challenging those identified as Gifted and Talented.

HOMEWORK

Ukelele pupils are expected to practise at home and complete the tasks set by the teacher.