

Music Policy.

Rationale:

- Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.
- Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels.
- Music can be a lifelong source of pleasure. It is education for life.

Aims:

Our objectives in the teaching of music at Yorkmead School are:

- to explore how sounds are made, and can be organised into musical structures;
- to show how music is produced by a variety of instruments;
- to teach how music is composed and written down;
- to examine the relevance of when, where and why a given piece of music was written;
- to develop the interrelated skills of composition, performance and appreciation;
- enjoy and appreciate a wide variety of musical styles;
- make and quantify judgments about the quality of music;
- to develop imagination and creativity;
- to help children of all abilities develop positive attitudes and to experience success and satisfaction in music.

Teaching and Planning

Music, whenever possible, should be taught through a thematic cross-curricular approach, as demonstrated by Yorkmead's seven-year topic plan. Teachers are free to develop these topics as appropriate, but they must ensure they have taught their specific year group's music objectives by the end of the academic year. This could be either as part of weekly topic lessons, teaching music in a block e.g. afternoon sessions, or a combination of both approaches.

Enjoyment and achievement lie at the heart of good primary practice; every child should enjoy musical activities. At Yorkmead, we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch, how to make music together, to understand musical notation or symbols and to compose pieces using a range of tuned and untuned instruments, body percussion and vocal effects.

Additional Music Teaching:

Yorkmead School currently participates in the Music Services Scheme, whereby all children in Year 4 receive whole-class tuition to learn how to play a brass or woodwind instrument. The children are also given the opportunity to take their instruments home to practice. If appropriate, these whole-class tuition sessions may also continue into years 5 and 6. Additionally, Yorkmead also offers the parents/carers of children in KS2 the opportunity to pay for affordable private music lessons with a tutor during the school day. The time slots for each pupil vary.

Musical Events:

All children take part in singing practice, assemblies and perform in public on a number of occasions throughout the year. At Christmas time, Foundation Stage and Key Stage 1 take part in a musical performance. At other times of the year e.g. Harvest, Easter and other sharing assemblies, year groups come together to provide appropriate musical entertainment. Key Stage 2 children are given the opportunity to join the school choir and undertake a carol service at Christmas time. We have established some links within our local community e.g. a retirement home, where the choir have also performed. In the summer term, year 4 musicians perform in a whole school brass or clarinet assembly. Children from other year groups, who have been receiving private music tuition, also perform to the rest of the school. Parents/carers are always invited and are encouraged to attend these assemblies too.

Inclusion:

Teachers should be sensitive to gender, age, culture and ethnicity when dealing with music, musicians and composers from different historical eras, religions and cultures, and should encourage pupils to respect the work of others.

At Yorkmead, we recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Resources:

- All music resources are labelled clearly and can be found in the music cupboard at the end of the Key Stage 2 corridor for all staff to access.
- There is a piano available in the hall.
- Laptops are available widely throughout the school for classes to use computer software to compose their own music and research various musicians and composers.
- Cameras are available from Mr Whittaker to photograph evidence and record children's performances.

The music co-ordinator is ultimately responsible for the upkeep of the musical instruments and resources through regular inventory checks and orders, but all staff are responsible for returning all items which they have borrowed.

It is important that staff inform the co-ordinator of any resource requirements whether this is due to natural usage, breakage or loss.

All requests for, or concerns about, music resources should be directed to the music co-ordinator.

Health and Safety Issues:

- Staff must ensure children are using instruments appropriately.
- Care must be taken when moving instruments and other resources around school. In KS1 an adult should do this. From year 3, the children should be taught to be able to collect instruments carefully and responsibly under the supervision of the teacher.
- Any instruments that involve entering pupils' mouths e.g. recorders, ocarinas, should be sterilised before and after use. Cold-water sterilising tablets are stored in the music cupboard.
- Any damaged instruments should be repaired or removed.
- Electrical equipment will be PAK tested and inspected regularly.

Assessment:

The music coordinator has developed assessment criteria, which break down the National Curriculum objectives at each Key Stage into specific year groups. These objectives show progression throughout each key stage and year group.

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgments as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Pupils are also encouraged to make judgments about how they can improve their own work. We use this as the basis for assessing the progress of each child and year group as a whole.

The music coordinator looks at examples of children's work and monitors the expected level of achievement in music for each age group in the school.

At the end of each topic (usually each half term), class teachers make formal assessments by recording the children's progress onto a school tracker against the National Curriculum objectives. These are also then used to inform further planning.

Monitoring and the role of the music coordinator:

The coordination of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- uses specially allocated regular management time to review planning, evidence of the children's work, carryout pupil conferencing and analyse assessment data;
- discusses progress with the headteacher and evaluates the strengths and weaknesses in music, indicating areas for further improvement;
- observes music lessons taught by class teachers in

order to provide constructive feedback,
highlighting positive areas and areas on where they could improve.

Spiritual, moral, social and cultural development

- Collaborative lessons in which the children work in groups or pairs provided the opportunity for children to work together and develop co-operation skills
- Collaborative work also gives them the chance to show, share and discuss their ideas and feelings about their own work and the work of others in order to develop mutual respect for the abilities of others.
- Through studying different musicians and composers from around the world or periods in history, they are able to develop an understanding of different times, cultures and, where appropriate, the spiritual beliefs of different people.

Policy review

The music policy was reviewed in Autumn 2017, by Mrs L. Jones (Music co-ordinator).

The policy will be reviewed in the Autumn term of 2019.

Signed _____ (Chair of Governors)

Date: _____