



1. INTRODUCTION

This policy document is written after consultation with the teaching staff and Governor with responsibility for music and is presented to the Local Education Authority and the Governing Body in the Autumn term 2002, and reviewed by the music co-ordinator in June 2016

It is a working document, which reflects the ethos and practice within the school in relation to Music. It has been written with due regard to the requirements of the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

The Music Co-ordinator: Penny Walker

2. WHAT IS MUSIC?

'Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and 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, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.'
(*National Curriculum 2000*)

3. KEY ELEMENTS

Music is divided into the four key elements of listening, appraising, composing and performing. The teacher will ensure that listening, and applying knowledge and understanding, will be developed through the interrelated skills of performing, composing and appraising.

The aspects of these elements in which the children will demonstrate progress are:

- i) Performing and Composing
 - controlling sounds
 - performing with others



- exploring sounds:
- composing in response to a stimulus
- explore notation
- communicating musical ideas
- use technology appropriately to enhance and progress

ii) Listening and Appraising

- understanding music from different times and places : great composers & pieces in historical context.
- applying knowledge to their own work
- responding to, and reflecting on music
- listening with concentration and aural perception.

4. FUNDAMENTAL PRINCIPLES

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring learning environment in which he or she can develop their full potential whatever their learning needs.

Molescroft Primary believes that:

All pupils should have the opportunity to develop their understanding and enjoyment of music through the areas of composing, performing, listening and appraising.

5. ROLES AND RESPONSIBILITIES

The governing body should, in co-operation with the head teacher, determine the school's general policy and approach to music.

- The role of the co-ordinator: *See Appendix 1 for Job Description*

6. PLANNING AND DELIVERY

Music is planned by the co-ordinator in progressive unit-based schemes of work. They are largely cross-curricular (as appropriate,) but not exclusively. Lessons are led by the music specialist and followed up by the classroom teacher before returning for further specialist teaching : CPD.



The school also has a number of peripatetic teachers who teach violin, cello, woodwind, percussion and brass. Pupils have the opportunity to progress through the ABRSM exam system.

Once basic skills are established, pupils develop their instrumental & musical skills through involvement in the school orchestra (differentiated parts) performing in the school assembly (weekly).

All children from Year 3 to Year 6 have the opportunity to learn the recorder ensuring that they should leave primary school able to read music.

7. CROSS-CURRICULAR LINK

The new music curriculum is largely cross curricular in nature with a key musical skill at the core: ICT is encouraged and featured as appropriate.

8. EXTRA CURRICULAR ACTIVITIES

The school offers a variety of extra curricula activities to enhance and develop the children's love of music.

These may include:

- Recorder groups
- Orchestra
- Choir
- Theatre Club
- Guitar Club

9. ASSESSMENT AND RECORD KEEPING

Assessment will be carried out through :

- 1) FLIC : key objectives are presented on i-pads in line with the National Curriculum directive. Progress and support can be instantly assessed reviewed and pupils supported highlighted.
- 2) Teachers will make summative assessments of children's achievements to be recorded in parents' reports.
- 3) Children receive ABRSM Grade Certificates/Peripatetic teacher progress reports annually.

10. EQUAL OPPORTUNITIES AND EFFECTIVE TEACHING



All children should have the opportunity to participate in music regardless of race, creed, ability or gender. Where necessary, adaptations will be made to resources. Differentiation will ensure that musically gifted and special needs pupils have access to the subject.

The different elements of music ensure that all learning styles (visual, auditory and kinaesthetic) can succeed. In addition, the creative aspect of the subject allows for the mode of working to be varied. Children will have the opportunity to work independently, in pairs, in groups, and as a whole class.

11. INSET

The Music Co-ordinator leads training in Music Education for NQT within school for the T.S.A.

12. RESOURCES

Tuned and untuned instruments (*See Appendix 2*)
Charanga online resources.
Online resources.
Lively Music 4 – 7 and 8 – 11
Sounds Topical
Sounds Musical
A selection of CDs: i-tunes
Music stands
Recorders
'Recorders From The Beginning Book 1 + 2
Library of recorder and orchestral scores
County peripatetic service
Garage Band composition software on iMacs/ipads
Midi Keyboards on 15 iMacs
Fourtrack recording App on iPads

I. CO-ORDINATOR'S JOB DESCRIPTION

The Music Co-ordinator is responsible for co-ordinating the teaching of music throughout the school.

This includes:

Monitoring and evaluating practice by aiming to:



- be aware of our current classroom practice and evaluate this against school aims and values.
- discuss needs and concerns with colleagues.
- look at Music Policy in the light of the National Curriculum
- attend appropriate courses
- keep the Headteacher aware of standards of achievement.

Organising resources through negotiation and agreement with colleagues

by:

- carrying out a resources audit and monitoring and organising these resources.
- establishing criteria and priorities for selecting resources.
- ordering new resources, taking into consideration budget restraints and the school's purchasing policy as outlined in the School Development Plan.
- managing your Curriculum Budget effectively as delegated by the Headteacher through the School Development Plan.
- **Supporting other members of staff by aiming to:**
- Demonstrate good practice, commitment and enthusiasm.
- Be involved in INSET and organising INSET for colleagues.
- Plan and lead curriculum development meetings, as negotiated and agreed in the School Development Plan.
- Advocate your subject and maintain its profile as detailed in the School Development Plan.
- Advise on assessment and record for Music.

Communicating school policies and practice by:

- Writing and reviewing curriculum policies in consultation with other staff and appropriate outside agencies as negotiated and agreed in the School Development Plan.
- Liaising with other Curriculum Co-ordinators. Assisting colleagues in planning and delivery of the curriculum area where appropriate to do so.
- Talking to parents about school policies and practices in particular the area one co-ordinates. Introducing Governors to curriculum policies as appropriate at Governors Meetings and through liaison groups and working parties.
- Preparing the necessary documentation for talking to Inspectors during an Inspection Period.
- Maintain the Curriculum Co-ordinators log.
- To keep up to date with developments in Music.
- To oversee extra-curricular activities that relate to Music.

To whom responsible:



Music Policy

September 2002, Reviewed September 2010, October 2013
June 2016

The Headteacher has the overall delegated responsibility of the school and as such you are responsible directly to him. However, as a Curriculum Co-ordinator, one is responsible to all members of staff to support one another and share in the corporate responsibility of the school.

Notes:

This job description will be reviewed at the start of the financial year or earlier if necessary on an annual basis. In addition it may be amended at any time in consultation with you and the Headteacher of the school.

September 2010

Headteacher: Mr M A Loncaster

Signed: Headteacher:

Date:

Signed: Curriculum Co-ordinator:

Date:



II. PERCUSSION INSTRUMENTS

Tuned instruments

- 4 sets of chime bars
- 1 large glockenspiel
- 15 electronic keyboards
- 1 xylophone
- 8 soprano glockenspiels + 5 chromatic glockenspiels
- 4 x percussion kits in bags

Untuned instruments

- 9 tambours – various sizes
- 3 tambourines with skins
- 5 tambourines without skins – plus blue
- 1 snare drum) Drum Kit + standing cymbals
- 1 bass drum)
- 3 ethnic drums (to hang)
- 1 ethnic drum (to stand)
- 2 sets of maracas – assorted size
- 2 fish guiro
- 4 two tone wood blocks
- 1 two tone wood block – ethnic, 3 to mend
- 3 castanets
- 2 woodblocks – assorted sizes
- 1 pocket rattle
- 1 mini tone block
- 9 triangles
- 6 sleigh bells
- 5 jingle sticks
- 3 cowbells on stand
- 4 pairs cymbals, 2 oddments
- 3 rain sticks
- 1 tube maracas
- 4 Claves sets
- 5 wooden Agogos
- 2 x two tone Agogos (metal)
- 1 Drum Kit
- 1 Bass Drum



The Music Charter

When learning about Music, children should:

- Enjoy listening to and creating music
- Have the opportunity to experience and respond to different styles of music including live performances.
- Be taught key musical skills discreetly.
- Always be given a musical starting point for composition.
- Be used to hearing correct musical vocabulary.
- Be given the chance to be creative, after being taught a key concept or skill.
- Be given the chance to perform.