

Woolenwick Junior School

Music Policy

Policy Name	Music
Created by	School
Responsibility of	School Improvement
Reviewed by	Tanya Cassidy
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Next Review Due	2015
Cycle	3 years
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Version History

Version	Amendments	Date	Author
V1	Updated	Sept 2012	Tanya Cassidy

Aims

- The main aim of the curriculum at Woolenwick Junior School is to build the children's confidence and skills in the critical skills of problem solving, decision making, leadership, communication, creative thinking, critical thinking, management and organisation.
- 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 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 music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment.

Objectives

By engaging children in making and responding to music it offers opportunities to

- Develop understanding and appreciation of a wide range of different types of music.
- Develop interest in music and increase ability to make judgements of musical quality
- Acquire the knowledge skills and understanding needed to make music.
- Develop skills, attitudes and attributes that can support learning.

Knowledge skills and Understanding

Teaching should ensure that listening, and applying knowledge and understanding, are developed through the interrelated skills of performing, composing and appraising

- Controlling sounds through singing and playing – performing skills
- Creating and developing musical ideas – composing skills
- Responding to and reviewing music – appraising skills
- Listening skills

Children:

- Develop each of the interrelated skills of performing, composing and appraising in all activities
- Extend these skills by applying listening skills and knowledge and understanding of music
- Understand how sounds are made, changed and organised through the use of musical structures
- Understand how music is produced by instruments and musical processes including relevant symbols and notations
- Understand how music is influenced by time and place.
- Learn to sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or a class performance.
- Improvise and develop their own musical compositions in response to a variety of different stimuli, with increasing personal involvement, independence and creativity
- Explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures.

Expectations

By the end of Key stage 2 most children will be able to:

- Maintain their own part with awareness of how different parts fit together and the need to achieve overall effect
- Improvise melodic and rhythmic phrases as part of a group performance
- Compose by developing ideas within musical structures
- Perform by ear and from simple notations
- Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary
- Suggest improvements to their own and others work commenting on how intentions have been achieved.

Breadth of Study

At Woolenwick the children are taught the knowledge skills and understanding of Music through:

- A range of musical activities that integrate performing, composing and appraising
- Responding to a range of musical and non-musical starting points
- Working on their own, in groups of different sizes and as a class
- Using ICT to capture, change and combine sounds
- Listening to a range of live and recorded music from different times and cultures.

Planning

- The school has adopted the Music Express scheme of work to ensure appropriate breadth, continuity and progression.
- The units of work are located within the creative curriculum map and identify which unit should be taught in which term of which year.
- Within Music Express planning is provided for guidance. This identifies time allocations, the learning objectives and outcomes and suggests activities that will enable these to be achieved.
- Teachers use these plans as the basis for their short term planning. They modify the plans, adapting ideas in the light of assessment and the needs of their class.
- Plans are monitored either by the Headteacher or by the Music coordinator.

Teaching and Learning

- The school uses a variety of teaching and learning styles in Music. These are identified in the Policy for learning.
- We aim to provide information in a variety of ways and we promote active learning experiences that engage children and make learning worthwhile, interesting and fun.
- We provide a variety of Visual, Aural and Kinaesthetic teaching and learning material and give opportunities for children to record their understanding in a variety of ways
- We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.
- In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
 1. setting common tasks that are open-ended and can have a variety of results;
 2. setting tasks of increasing difficulty where not all children complete all tasks;
 3. grouping children by ability and setting different tasks for each group;
 4. providing a range of challenges through the provision of different resources;

5. Using additional adults to support the work of individual children or small groups.

Differentiation

- There are 3 ways in which children make progress in music
- Progression in the breadth of music, for example by increasing the range of musical style and genres, including different stimulus including poetry, dance and pupils own feelings and participating in musical activities in and out of school
- Progression in the challenge and depth of learning for example children's level of engagement with the music, the length and complexity of experience, the subtlety and use of tempo and the length of children's aural memory.
- Progression in the quality of the outcome through increasing children's confidence, independence and ownership, their musical sensitivity and their ability to communicate through music.

Work at home and outside of lessons

- Many activities provide opportunities for teachers to set worthwhile tasks that can be completed outside formal teaching time. Suitable tasks include
- Identifying music from home linked to class learning, bringing it to school, and discussing why they chose it
- Listening to music in many different situations and identifying how and why the music is used
- Practicing rhythm and melodic patterns
- Collecting ideas for composition work
- Asking parents, carers, grandparents and family friends about the music they enjoy and the reasons for it.

Inclusion

- Music forms part of our school curriculum policy to provide a broad and balanced education to all children.
- We teach Music to all children, whatever their ability or achievement.
- We try to empower all children to achieve all that they can.
- We provide structured support and careful differentiation to ensure appropriate challenge.
- Where appropriate we may adapt activities to enable a child to complete an activity.
- Teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in Music takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Assessment and recording

- Teachers assess children's work in Music by making assessments as they observe them working during lessons.
- They note the progress that children make by assessing the children's work against the learning objectives for their lessons. Teachers use their assessments to plan the future work for the children
- Teachers complete an end of unit assessment where they identify those children who have made either more or less than expected progress
- Teachers make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

Resources

- The school has a good supply of percussion instruments displayed in the hall available for use by all
- Each class has a computer ensuring access to music through CDs and the internet
- There are songbooks in the hall, including music from different styles and cultures. Several of these have CDs for class singing
- There is a laptop in the hall ensuring music can be played either through the internet, CDs or MP3s
- There is a selection of books in the school library covering musical instruments, composers and sound making (530 and 780)

Specialist Music Tuition

- The school currently hosts lessons in violin. These are provided by peripatetic teachers based at the Hertfordshire School of Music, Valley Way, Stevenage.
- A variety of lessons are available. Typically these consist of a 20 minute lesson for pairs or small groups of 3 or 4 children for 30 minutes or an individual lesson for 10 or 20 minutes.

- Information about Specialist Music Tuition is included in the School Prospectus, Newsletters and by letter at the beginning of the academic year.
- Parents who wish their child to have lessons should contact the school office.
- Specialist Music Lessons are defined as optional extra activities by the Education Reform Act 1988 therefore charges will be levied in accordance with the recommended charges from the Hertfordshire Music Service.
- Charges will be remitted to parents in receipt of Income Support or Family Credit. Support is also available for Children Looked After.
- Normally half a terms notice is required for the cessation of music lessons
- The school also takes part in the Wider Opportunities scheme. Currently we have a peripatetic teacher based at the Hertfordshire School of Music, Valley Way, Stevenage who teaches Djembe drumming weekly. There is no charge to the children for this.

Monitoring and review

- The monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the Music subject leader.
- The work of the subject leader also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.
- The Music subject leader gives the Headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.