

Music Policy - Cheadle Primary 2010/2011

Date: 28/09/10

Review Date: Autumn 2013

Responsibility: Music Co-ordinator

Approved by: HT

Rationale

Music contributes to the school curriculum by providing a powerful and distinctive form of communication and expression.

Music can change the way children feel, think and act. It affects emotions and moods providing the opportunity for personal expression, reflection and emotional well-being.

Music is an integral part of culture past and present.

The teaching of music deepens and extends everyday experiences, providing new opportunities and forging important links between the home, the school and the outside world.

Aims

- To develop an understanding, appreciation and enjoyment of music.
- To give all children of all abilities the opportunity to perform, compose, listen and appraise a wide variety of music.
- To give children who show a particular aptitude for music, the chance to develop their musical talents in many ways.
- To experience the powerful emotions that music can evoke.

Objectives

By the end of KS 1 pupils should be able to -

Investigate, choose and combine sounds to produce a simple composition and:

- Use simple recording techniques to communicate them to others.
- Listen attentively and respond to music from a variety of styles, times and cultures and identify the main elements including pitch, duration and dynamics.
- Perform simple rhythmic and melodic patterns by ear and from symbols.
- Sing in a group and play simple instruments demonstrating some control of the sounds made.

By the end of KS2 the children should be able to -

- Devise and develop musical ideas within simple structures.
- Communicate musical ideas to others.

- Record compositions through the use of notation.
- Distinguish instruments, recognize styles and respond to changes in the character and mood of a wide variety of music.
- Perform in a group maintaining a simple part independently of another part.
- Sing a wide range of music as outlined in the scheme of work.
- To listen to and talk about music from different historical periods and cultures.

For more detail see the school's long term music plan.

School Organisation

Singing is taught weekly by Mr Prescott, the head teacher.

Music lessons are planned by the class teachers with support of the scheme, Music Express or through the creative curriculum approach.

Access to Resources

A percussion box is available to be shared among Years 1 and 2. Resources for KS2 are found in year 4 or the music room.

Reception and Year 1 have a permanent range of percussion instruments in classrooms.

Other percussion instruments including tuned percussion instruments are located in the cupboards in the Music room. Please ensure these are returned after use.

A large number of songbooks, music and musical games are available in the resource area in the staffroom.

Each year group has a copy of the Music Express scheme of work with accompanying CD- ROM.

Peripatetic lessons are available for woodwind, violin, cello, percussion and brass at a charge of £45 per year.

Classroom Organisation and the Role of the Teacher

On many occasions music will be taught as a class activity but there will be opportunity, particularly with composition and performing work, for group and individual tuition plus activities provided by outside agencies.

The Role of the Co-ordinator

The Governors and the Headteacher have overall responsibility for the delivery of the curriculum; the co-ordinator (Miss G Glover) will monitor the delivery and development of the subject throughout the school. The results of this monitoring will be reported back to the governing body. The co-ordinator is also responsible for the organization and ordering of resources and the management of the music budget.

Assessment and Record Keeping

Ongoing teacher assessment is always vitally important but specifically records should be kept of:-

- Any recorder certificates - list on Record of Achievement.
- All children singing in groups (KS1) and individually (KS2) - by the music specialist.
- Jottings during music lessons may recorded and kept in a folder.

Special Needs

Music is a subject that can be experienced by all children at all levels. All children should be given the chance to perform in singing and instrumental activities. Appropriate provision should be made for pupils with a hearing impairment, who need to use equipment that visually records and displays sounds.

Community and Parental Involvement

Parents are asked to encourage and support the children's music making at home through regular practice. Any parental expertise is always used and developed in school.

School groups such as the choir, orchestra and recorder groups play regularly in the local community.

Equal Opportunities

All children should have the opportunity to experience all types of music from all around the world. Specific attention should be given to encourage boys to take part in musical activities. Care must also be taken to avoid gender stereotyping of instruments e.g. flutes for girls, trumpets for boys.

Extra Curricular

The school will continue to encourage and develop extra curricular musical activities. At present this consists of :-

- Orchestra
- Senior choir

- Community choir
- Songbird choir
- Fiddle time
- Guitar club
- Senior and junior recorder groups
- Beginner recorder group. KS1
- Beginner recorder group KS2.
- KS1 Singing Club.

Updated by G Glover September 2010.

Appendix.

Evidence of GOOD Practice

- a) A conscious effort on the part of the teacher and the class to improve the quality of the performance at all times. This should therefore imply a systematic, progressive, rapid and interesting approach.
- b) To cater for outstanding performers.
- c) To assist poor performers and 'Growlers'.
- d) To put the 'sound' before the 'sign'.
- e) To sing with understanding
- f) Music and movement together can be most effectively used in certain circumstances, particularly in the early years at school.
- g) To encourage pupils to progress beyond the classroom through choirs, instrumental lessons, as soloists, in operettas and various ensembles, but without having to forego equally attractive extra curricular activities such as sports etc.

Evidence of BAD Practice

- a) So-called 'class theory' lessons consisting mainly of copying down written material. Music is SOUND and it is vital that children should always be actively involved during lessons.
- b) Indiscriminate use of classroom instruments in so-called creative activities.
- c) Evidence that music is for girls only
- d) The sole use of word-sheets to teach songs and the exclusive use of

teaching by rote. Pupils should see written music regularly.

- e) Frequent syllabic singing and indiscriminate breathing without regard for natural emphasis and shape of either the musical phrase or the literary phrase.