



Music Policy

Written March 2017
Next review due March 2018

AIMS

1. To provide children with a musical experience which is enjoyable, varied and stimulating.
2. To provide children with the opportunity to perform and compose music.
3. To enable children to develop skills in both listening and appraising, both their own and other compositions and performances.
4. To enable children to develop an ability to read, and write using musical signs, symbols and instructions.

OBJECTIVES

1. To provide a programme of music which children can listen to and perform, in a variety of styles, and from different periods and cultures, and to include:-
 - European, classical and traditional music from past and present
 - Folk and popular music
 - Music of the British Isles
 - A variety of cultures, Western and Non-western
2. To use the voice as an instrument, learning to pitch accurately and sing in tune, with some control of breathing and dynamics, working in groups in unison and simple two-part songs and rounds.
3. To experience playing tuned and un-tuned percussion instruments, in groups and as individuals, following simple notations or signals.
4. To create music in response to a range of stimuli, experimenting with sound, and developing it through improvisation, composition and arrangement.
5. To provide opportunities for learning to play a variety of instruments such as recorders, ukulele, wind instruments (flute, clarinet), percussion, violin, trumpet through specialist teachers.
6. To provide opportunities for performing to an audience;

- In assemblies, to own peers in class sessions.
 - Celebrations, (religious festivals e.g. Harvest, Christmas) to parents, carers and friends of the school.
 - Music performances through Telford and Wrekin, National Young Voices concerts.
7. To provide opportunities to use Information Technology where appropriate.

CROSS CURRICULAR SKILLS AND THEMES

There are plenty of opportunities in Topic Work and other areas of the curriculum to introduce musical aspects in both AT1 and AT2. For example, children may listen to and perform music from a particular period in History, music from other countries in Geography and RE, rhythms and alliteration in Literacy, the making of sounds and instruments in Science and D&T.

From September 2015 we began to use the Telford and Wrekin music service: Music 2 the 4 (for years 4, 5 and 6) and Simply Music (for years 1, 2 and 3). This provides children with music education from specialist instrumental teachers and ensures that children have the opportunity to learn to play a wide range of instruments.

Singing assemblies take place each week as a whole school session. In these sessions, children sing music that predominantly links to RE and SMSC values. It may also be necessary for children to spend extra time practising songs etc. at certain times of the year when children are working towards a class assembly or performance (e.g. KS1 nativity or Year 6 end of year performance).

CLASSROOM ORGANISATION

Teachers should collect all necessary equipment and materials before the lesson commences. The music trolley is kept in the store room and may be transported by children at breaks or lunchtime. However, it should be noted that T and W teachers provide their own instruments.

Within the classroom there should be opportunities for individual work, group work and the whole class work. At all times children should be allowed to develop at their own rate; slower individuals need time to grasp necessary concepts and skills while those progressing at a faster rate, particularly those learning instruments out of school time should be encouraged to go further.

ASSESSMENT KEEPING AND REPORTING

Assessment needs to be based on a combination of observing the child's work and process of working, and discussion with the child. When performing, the ability to co-operate within a group should also be taken into consideration. End of year assessment and reporting should not be biased towards those who learn instruments out of school time and may have a more advanced musical knowledge, but to give each child credit for ability and enthusiasm shown in class.

EQUAL OPPORTUNITIES AND SPECIAL EDUCATION NEEDS

At Newdale we respect the individuality of the person and aim to provide equal opportunities for boys and girls. Class / Instrumental teachers should ensure that no discrimination is shown in the handling of instruments etc. It is also up to the class teacher to be aware of any special educational needs and make adequate provision for these children to have the same freedom of expression and access to equipment as the rest of the class. Children with special educational needs in other areas often obtain much personal satisfaction and enjoyment from singing, performing and listening to music. If advice or assistance is needed, the class teacher should consult the co-ordinator or head teacher, who will endeavour to reach a satisfactory solution.

THE ROLE OF THE CO-ORDINATOR

The role of the music co-ordinator is to write and see to the administration of the policy and the scheme of work, to order and organise storage of materials, to attend training courses and inform staff through staff meetings, and to help co-ordinate performances and events in and out of school.

CHOIR

Choir practise is held after school on Tuesdays from the beginning of the Autumn term until the end of January when the Young Voices concerts are held in Birmingham. This extra-curricular club is for children in Years 4, 5 and 6 due to the demanding nature of the songs they will have to learn by heart. We aim to enjoy singing a wide variety of songs together, to improve singing skills and co-operation within a group working in unison and in parts. Some of these may be in other languages and from a wide culture. Songs may also be performed for the school and at concerts.

The KS2 Christmas performance in school is an important event at Newdale, and each year the choir takes a major part and also enjoys performing a selection of songs to the elderly who come in to school regularly for lunch.

In KS1, the children learn songs each year for their nativity performance.

HYMNS/HYMN PRACTICE

The whole school learns a variety of suitable hymns from several sources. Hymns are chosen to fit in with the RE syllabus and Assembly topics. Hymn practice is on a Monday afternoon and lasts for 15 minutes, during which time we learn new hymns and practise others, so that our singing in assemblies may be enjoyable, enthusiastic and of a good quality.

RESOURCES

As previously mentioned, the music trolley is kept in the store cupboard, and should be transported to the required area before school, and breaks or lunch times rather than during lesson times. Children can transport the trolley. Class teachers should be careful to keep the trolley tidy with instruments in the correct compartment, and to ensure that children treat instruments with respect. Any unavoidable damages should be reported to the class teacher for repair or replacement.

HEALTH AND SAFETY

Teachers should be aware of the general policy of the school. Instruments and equipment should be used under the supervision of the teacher and consideration shown to others at all times. If a class requires a quiet atmosphere during tests etc., it is requested that neighbouring classes should bear this in mind.

CPD PROVISION

All teachers are encouraged to extend their knowledge of musical skills by taking part in the sessions run by T and W specialist teachers. Staff are also encouraged to look through CPD courses they may feel beneficial. This may be attended by a co-ordinator who will then train all staff following the course. Notice of these is on the staff notice board. In addition, we will periodically have training days and staff meetings when advisors and representatives may be invited to discuss with staff the resources which are available to them.

PERIPATETIC MUSIC LESSONS

All children at KS2 have the opportunity to learn instruments with teachers from the School Music Service. At present, these include Guitar, Recorder, Flute, Clarinet and Keyboard. Contributions to school performances by Peripatetic Teachers and children learning these instruments are greatly appreciated and both enhance the event and give the children a chance to perform with others.

Policy written March 2017 by Jenny Thomas and Amy Newport (music co-ordinators).

To be reviewed March 2018