



Music Policy

Reviewed: March 2021
Next Review: March 2023

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 playing a variety of instruments both tuned and untuned.
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 and friends of the school.
- Music performances through Telford and Wrekin, National Young Voices concerts.

7. To provide opportunities to use IT 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 English, the making of sounds and instruments in science and technology.

Teachers have access to 'Music Express', a scheme of work which is progressive and designed to structure music teaching into units of work with content to match the National Curriculum 2014. The scheme gives non-specialist teachers a resource of songs, stories, visuals, movies and music from across the world and across history to ensure a varied and engaging curriculum offer.

Singing assemblies take place each week when possible 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, class assemblies to parents or Year 6 end of year performance).

CLASSROOM ORGANISATION

Teachers should collect all necessary equipment and materials before the lesson commences. The music equipment is kept in the storeroom in the hall.

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; some 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 if they wish.

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. Assessments levels are now recorded twice a year by class teachers into our online assessment O Track programme and the subject leaders can analyse this and create a report which will support in tracking progress.

EQUAL OPPORTUNITIES AND SPECIAL EDUCATION NEEDS

At Newdale we respect the individuality of each 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 SENDCo, who will endeavour to reach a satisfactory solution. PPG children are encouraged to take up extra-curricular music opportunities.

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 (approximately) the end of January when the Young Voices concerts are held in Birmingham. This extra-curricular club is for KS2 children only (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 range of cultures. 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 Wednesday 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, music equipment is kept in the store cupboard, and should be transported to the required area before school, and at break or lunch times rather than during lesson times. Class teachers should be careful to keep the resources 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 consider this and act appropriately.

CPD PROVISION

All teachers are encouraged to use their knowledge of musical skills having observed and taken part in sessions run by T&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 and shared via email. 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 on a private basis. These include instruments such as 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 2021 by Jenny Thomas and Gabriel Banfield (Music co-ordinators).