

NORFOLK COMMUNITY PRIMARY SCHOOL

MUSIC POLICY

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

The importance of music to the curriculum

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It 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, thereby developing a sense of group identity and togetherness, and fostering social skills of tolerance and co-operation. It also increases self-discipline and creativity, aesthetic awareness, number skills, movement and language learning.

Aims of Music Policy:

- foster pupils' sensitivity to, and their understanding and enjoyment of, music, through an active involvement in listening, performing and composing and appraising;
- enable all pupils to realise their individual creative potential and to express themselves through music;
- enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising;
- extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places.
- develop, through music, pupils' skills which contribute to learning across the curriculum;

Expectations

By the end of Key Stage 1, the performance of the great majority of the pupils should be within the range of levels 1 to 3. Most pupils are expected to achieve level 2.

By the end of Year 4, the performance of the great majority of pupils should be in the range of levels 1 to 4. Most pupils are expected to achieve level 3.

By the end of Key Stage 2, the performance of the great majority of the pupils should be within the range of levels 3 to 5. Most pupils are expected to achieve level 4.

Strategy for implementation

Entitlement and curriculum provision

Pupils receive a broad and balanced curriculum in which sufficient time is provided to teach music and to provide for progression in knowledge, skills and understanding. Lessons will be linked to topic work where ever possible.

All pupils experience planned class-based musical activity every week.

The scheme of work for music draws on the QCA scheme of work and the Sheffield Scheme of work and is delivered using the LCP music file and Music Express

Each unit of work for music is designed to develop skills and understanding through involvement in the interrelated activities of performing, composing, appraising and listening.

Most units of work include the range of activities.

Visiting performers enrich the pupils experience of music.

Teaching and Learning

Lessons are delivered by class room teachers supported in some instances by external music specialists.

Teachers select the appropriate teaching strategies to suit the musical activity and its purpose.

Teachers direct and develop pupils' skills in performing, which involves pupils working as a whole class, in smaller groups and individually.

Teachers support pupils' learning, for example in composing, by offering ideas, explaining, giving examples or allowing free exploration. As the pupils make progress, especially at Key Stage 2, they develop their ideas individually or in small groups.

Teachers use challenging questions in listening and appraising activities to generate discussion and debate.

Assessment, Recording and Reporting

The progress of pupils is measured against the learning outcomes identified in units of work. At the end of each unit teachers should make note of those pupils who achieve higher or less well than the expected level for their age. Any specific evidence should be kept in children's files and recorded evidence kept by the class teacher.

Differentiation and Inclusion

In most classroom lessons work is differentiated by outcome.

Throughout school care is taken to provide equal opportunities for all pupils.

Teachers are expected to include in their planning how they will meet the targets identified in the pupils' IEPs.

Learning Resources

A range of tuned and un-tuned percussion instruments are available for use in music lessons and are kept in the music studio resource cupboard. A piano is available in the music studio and main hall.

A portable CD player is kept in the music studio and main hall and each key stage has access to a tape and CD recorder. Each class room has an interactive white board with CD and DVD facilities.

The scheme of work for music is kept by the class teachers.

Extra – Curricular Music

A choir and recorder group is held weekly.

The contribution of music to other aspects of the curriculum

Literacy

Music supports the development of reading and offers many opportunities for use of language, including descriptive and responsive speaking and writing.

Numeracy

Music supports the development of sequencing and awareness of pattern. Both rhythmic and melodic work requires numerical descriptions and graphical representation.

ICT

Pupils will have opportunities to use tape recorders, keyboards and experience computer music programmes.

History

Pupils will explore the musical traditions of historical periods studied.

Spiritual development

In order to develop aesthetic awareness and an enjoyment of music, lessons are planned to ensure that pupils receive satisfying and exciting musical experiences.

Personal and social development

This is promoted through music activities. There is a special emphasis on sharing resources, in “taking turns” and on listening to each other’s views.

Review

This policy will be reviewed annually in line with the school’s policy review programme. The Headteacher is responsible for reporting to the governors’ curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.