

Keston Primary School



Music Policy

2009

KESTON PRIMARY SCHOOL MUSIC POLICY 2009

A. RATIONALE

The Music Manifesto report states that “Music making can contribute to and provide wider creative skills, such as team work, creative development and risk taking, that our young people are going to need desperately as they navigate the relatives of an unpredictable century. As an integral part of the culture, past and present it helps pupils understand themselves and relate to others, forging important links between the home, school and wider world. At Keston Primary School our children engage actively with, and develop their understanding of music-making in small and large groups through performing, composing, listening and appraising. The teaching of music develops our 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, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfillment.

B. AIMS

- To develop the aesthetic sensitivity and creative ability of all pupils
- To foster pupils’ sensitivity to, and their understanding and enjoyment of, music through an active involvement in listening, composing and performing.
- To provide for the expression and development of individual skills and for sharing experience and co-operating with others.
- To develop an awareness of musical traditions and developments in a variety of cultures and societies.

C. OBJECTIVES

Following the National Curriculum Programmes of study, music is taught to all pupils.

Knowledge, skills and understanding are taught 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
- A range of live and recorded music from different times and cultures.

Pupils sing songs and play instruments with increasing confidence, skill, expression, and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions in response to a variety of stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

D. EVERY CHILD MATTERS

In accordance with the Children Act 2004, schools now have a duty to provide the outcomes outlined in Every Child Matters.

During music lessons, children's emotional health is promoted through their participation in and enjoyment of a variety of music-making activities. Children are kept safe from danger by ensuring that all electrical equipment used has been tested and that electrical leads cannot be tripped over. Musical instruments and resources are stored and used carefully.

Pupils enjoy and thrive in creating and in collectively participating in music. Those pupils who learn musical instruments are given the opportunity to perform with their instrument to their peers and to parents. A school Choir and recorder clubs are provided for all junior pupils who wish to develop their singing and playing skills.

Pupils make a positive contribution to the local community by singing and playing for local community groups, particularly at Christmas. Those pupils who are less academic often thrive and achieve self esteem and confidence in music and autistic children particularly enjoy music-making.

E. CURRICULUM ORGANISATION AND TIME ALLOCATION

The school has developed its own scheme of work based on National Curriculum Music. In KS2 Year 3 & 5 pupils have a 30 minute taught music lesson per week and participate in a 30 minute singing practice. In Year 6 pupils have a 45min taught music lesson per week and a 30 minute singing practice. In Year 4 pupils have a 1 hour instrumental lesson per week following Croydon Music 7 arts 'Soundstart' programme taught by specialist trombone, trumpet, clarinet and ukulele teachers and a 30 minute singing practice.

All KS2 pupils also have access to age defined lunchtime recorder clubs to improve their skills and ability to perform as soloists & within a group.

At KS1 all reception, Year 1 and Year 2 have 30 minutes of taught music per week and a 30 minute singing practice. In addition all Year 2 pupils are offered a 30 minute per week taught recorder lesson to develop instrumental skills. The lessons are taught to pupils in a small group setting.

Within the lessons there are opportunities for individual, collaborative and group work.

Assemblies and seasonal celebrations also present opportunities for whole school singing, listening and performing. Visits from local musicians also enrich the curriculum and there is a focus on international music during arts week when specialists introduce new styles and instruments to pupils

F. CONTINUITY AND PROGRESSION

The curriculum framework ensures progression, covering the Programmes of study and building on previously learnt knowledge and skills. Continuity is achieved through the scheme of work and by regular assessment and monitoring through observation. All of the skills and elements are taught in an integrated manner. The curriculum framework provides an indication of the focus of each term's work and the areas for assessment.

G. STRATEGIES FOR TEACHING AND LEARNING

The schemes of work plan for class, group, paired and individual work. The understanding of music is developed through active participation and the work is planned with the predominance of active music-making. Pupils are engaged in planning, rehearsing, refining, performing and evaluating their own and others work. Pupils are given opportunities to show what they know, understand and can do in a positive way and are encouraged to direct their own compositions and performances. KS1 & KS2 deliver performances of their own work to the school and outside audiences at Christmas & Year 6 also present a musical including drama, music and dance, to the school & outside audiences in the summer term.

H. RESOURCING

Music resources are kept centrally and lessons are delivered in the rainbow room and junior music room. Teaching resources include:

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- A large selection of tuned and untuned percussion instruments
- A selection of multi-cultural instruments
- Keyboards
- A variety of tapes/CDs and CD Roms
- A selection of reference books
- The scheme of work
- ICT music programmes for composing, recording & modifying pupils work.

I. CONTRIBUTION TO OTHER AREAS OF THE CURRICULUM

Music has many natural links to other areas of the curriculum. These include:

- English - the extension of vocabulary through discussion, the use of pulse/rhythm in poetry and as the stimulus to creative writing and drama.
- Mathematics - the sequencing, symmetry and structure of music and the use of patterns and counting.
- Science - how sounds are made, how they travel and how they are heard.
- ICT - recording sound using tape recorders - electronic sound resources, computer software and CD's for classroom and assembly use.
- History - music from the UK and from other countries. Instruments from around the world.
- RE - songs and music used for religious festivals.
- PE - moving and dancing to rhythms and music.
- DT - designing and making instruments.
- Art - picture/sound relationships.
- Drama - use of music in musicals and Year 2 and Year 6 productions.
- Primary languages - using French & Spanish songs to develop pupils vocabulary, pronunciations and grammar.

Music also contributes to the key skills of listening, memorising, communication, language, co-ordination and sequencing. Music develops social skills and is important to the spiritual and cultural growth of our pupils.

J. EQUAL OPPORTUNITIES

Music is taught within the context of the county guidelines. All children are given equal access to the music curriculum. The schemes of work used in the school provide for differentiation by outcome and intervention.

The children are given opportunities to appreciate music from different lands and times. All children are encouraged to develop their ability, understanding, skills and vocabulary through well planned music sessions. It is not expected that every child will display the same amount of musical expertise and the emphasis is on participation and personal improvement. In certain areas children are grouped to aid teaching and development at the appropriate level. Boys and girls have equal access to all resources and this is carefully monitored by the staff.

K. HEALTH AND SAFETY

Music is taught within the context of the county directives. All teachers, children and adults are expected to be aware of the need for safe working at all times. All electrical equipment is regularly checked. Children do not share blown instruments, as each child has his own recorder, clarinet, trumpet or trombone.

L. COMMUNITY LIAISON

School music can contribute greatly to the neighbouring community and the community can also contribute to the enrichment of music within the school. The children will experience performing to different audiences in different venues, they will have to consider the needs of their different audiences, they can enjoy giving pleasure and they can experience a sense of achievement. The children take part in a nativity service at the local church and sing carols and Easter songs to the local old people's homes.

M. ASSESSMENT, RECORDING AND REPORTING

The National Curriculum attainment target for music sets out the knowledge, skills and understanding that pupils of different abilities are expected to have by the end of each key stage. It consists of eight level descriptions and indicates the expected progression through the key stages.

Each unit in the Qualification and Curriculum Authority (QCA) schemes of work for music focuses on a key skill and a number of musical elements and there are assessment opportunities given which link closely with the curriculum framework. Teacher observation, pupil self-evaluation and evidence, in the form of recordings and notations, are also used to inform the assessment process. The children are assessed at frequent intervals to enable the teacher to write a meaningful annual report to parents, to inform future planning and ensure that each child is given the opportunity to reach his/her full potential in music.