

Music Policy



DANE ROYD SCHOOL

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Approval by: Standards Committee

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Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Music Policy 2015/2016

Introduction

Purpose:

The purpose of this policy is to describe our practice in music within the school.

Aim(s):

Develop a sensitive response to sound in general and in particular to those patterns of sound called music.

Develop insight through music into areas of experience some of which cannot easily be verbalised.

Develop the capacity to express ideas and feelings symbolically through the medium of sound.

Create an environment of trust where pupils can develop their creative skills, perform in front of others and evaluate their work.

Develop the necessary skills and awareness through music-making together.

Develop an awareness of musical traditions and developments in a variety of cultures and societies.

Offer pupils opportunities to experience the personal satisfaction and self-confidence derived from striving after the highest possible standards.

Wider school aims/ethos:

This policy supports our school aims 'To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards', 'To appreciate human achievements and aspirations' and 'To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.'

Consultation:

Miss Scanlon has written this policy in consultation with the previous music co-ordinator Mrs C Earle.

Sources and references:

National Curriculum – September 2013

Procedures and practice

1. Steps

2. Roles and responsibilities

For the role of the music co-ordinator to be most effective, the co-ordinator needs:

- support from the Headteacher
- appropriate resources
- the support and co-operation of colleagues
- to monitor staff individually concerning planning, classroom effectiveness and relevance of scheme of work
- to refine and adjust the scheme of work as it is implemented to achieve maximum effectiveness
- opportunities to run Inset/staff meetings
- In-service provision for themselves
- time to support colleagues in and out of the classroom
- opportunities to liaise with the LEA and other music co-ordinators

We are aware that the teacher's role is central to the implementation of the National Curriculum.

We note the need for:

- effective planning
- identifying a focus for assessment
- choosing a specific task to observe every half term
- matching child's performance to agreed levels of attainment
- feed results and findings into future planning
- work with the scheme of work and review and revise as and when needed

3. Aspects

Definition:

At Dane Royd Junior and Infant school we recognise the need for a creative and stimulating music curriculum. Music engages the pupils at this school and give an outlet for creativity.

Equal opportunities:

The provision of music at Dane Royd Junior and Infant school takes account of the different experiences, strengths and interests of the children to maintain entitlement and ensure equality of opportunity. Teachers vary the contexts, resources and teaching and learning styles and use a variety of strategies to overcome barriers to learning.

Expectations and learning objectives are modified to take account of:

- the needs of boys and girls
- the needs of children from different social and cultural backgrounds
- the needs of children with physical disability
- the needs of children with behavioural and emotional difficulties
- the needs of children who are gifted and talented

Health and safety:

Instruments are a valuable commodity and should be handled carefully. Care should be taken with large xylophones and glockenspiel ensuring that they are carried in an upright position so that keys do not fall off. Instruments should be returned to their correct place on the shelves so that others can use them. Recorders should be rinsed and disinfected after use.

Planning:

All music lessons and activities should take into account:

1. Previous experience and knowledge
2. Previous achievements
3. Teacher assessment
4. Class size
5. Scheme of work within school
6. Balance to include Performing, Composing, Listening and Appraisal

Throughout their education from Nursery to Year 6, we wish to give all children an opportunity to learn about all aspects of music:

1. Singing
2. Performing on instruments
3. Composing
4. Knowledge of a wide repertoire of music from this century and from the past
5. Listening to a wide repertoire representing many styles and cultures
6. An ability to appraise and appreciate all kinds of music including their own compositions and the work of others in their peer group

The New National Curriculum Guidelines (2013) clarifies the opportunities above and helps to ensure progression.

Teaching:

Nursery:

Nursery Teacher and Nursery Nurse share responsibility.

Key Stage 1 and 2:

At present Miss Scanlon is Music Co-ordinator, overseeing all work, liaises with peripatetic staff, organises extra-curricular activities and is involved in planning relevant Inset for music within school.

The individual class teachers teach their own music lessons.

Organisation:

All classes have 70 minutes music per week, which is allocated differently depending upon age.

- Nursery have singing and sound activities on a daily basis as well as a listening corner for individuals to use at leisure.
- Key Stage 1 usually have a 40 minute session each week.
- Key Stage 2 have a 45 minute session each week.
- There is a whole school singing session for 30 minutes every week.

Homework/parent partnership:

Parents and friends meet at Christmas time to sing 'Carols by Candlelight.' This community venture takes a collection which goes towards the music in school and a chosen charity. Last year the choir was invited to sing at Stoney Garth, a local sheltered housing complex. The children entertained the residents and then chatted to and shared refreshments with the audience. The residents made a contribution to school funds

Local musicians, parents and former pupils are invited to play instruments within school and we are delighted to hear music groups from Manygates Music Centre. Most recently the woodwind and string groups performed within school. In the past our school has been involved in a variety of musical activities and workshops. Children have taken part in workshops and performances at the Theatre Royal Opera House in Wakefield.

Bi annually there is a workshop opportunity for local schools. The most recent was 'Joseph and the Technicolour Dreamcoat' at Hending School. Also Key Stage 2 children have taken part in a Singing Afternoon at Kettlethorpe High School followed by a concert given to parents and friends.

Resources:

Musical instruments are stored in clearly labelled boxes on shelves in room. A piano is available in the Old Hall and a keyboard is available in the School Hall.

Both Key stages have a portable CD player.

Younger children should be taught good habits so that they respect school property. There is a music trolley for easy access to class.

Children taking peripatetic lessons in school must leave their instruments in the classroom at 8.50 am. They are to be kept behind the curtain as a secure place and must never be left in school overnight.

The storage and access of resources is the task of the Music Co-ordinator. They will ensure that staff have a knowledge of what is available, where it is stored and when it can be used. Each member of staff has a list of resources available.

Assessment:

Assessment is seen as a valuable and integral part of the learning process. Assessment takes the form of continuous monitoring of the progress of each pupil. This happens aurally when teachers listen to children's responses to tasks and activities. This, therefore, is a continual assessment but written assessment takes place each half term. This can follow the school assessment policy and use the following symbols.

aspect covered or visited 0

grasped ●

well grasped and ready to
move on or have work ●→
extended

At present Assessment in Music is still being discussed and we are aware that this will develop as the Scheme of Work is initiated and implemented.

In order to ensure that composition may begin to be assessed, recordings of group compositions/copies of scores, should be kept as evidence.

Monitoring and evaluation:

Lesson observations will take place and learning walks around the school will also happen to monitor the progress of music throughout the school.

Concluding notes

Monitoring and review:

Other documents and appendices:

Extracurricular activities continue and develop the high expectations from within class lessons. An excellent musical tradition within school means that music activities are an enjoyable part of school life.

The school choir meets weekly and endeavours to improve children's voices and musical knowledge whilst enjoying a sense of 'belonging.' Festival, concerts and charity work is regularly planned and the choir sings within school. It is run by Miss B Scanlon, Miss J Bellas and Mrs L Moulson.

We are keen to encourage 'live' music within school and also organise trips to hear local concerts.

All children are welcome to attend these groups.