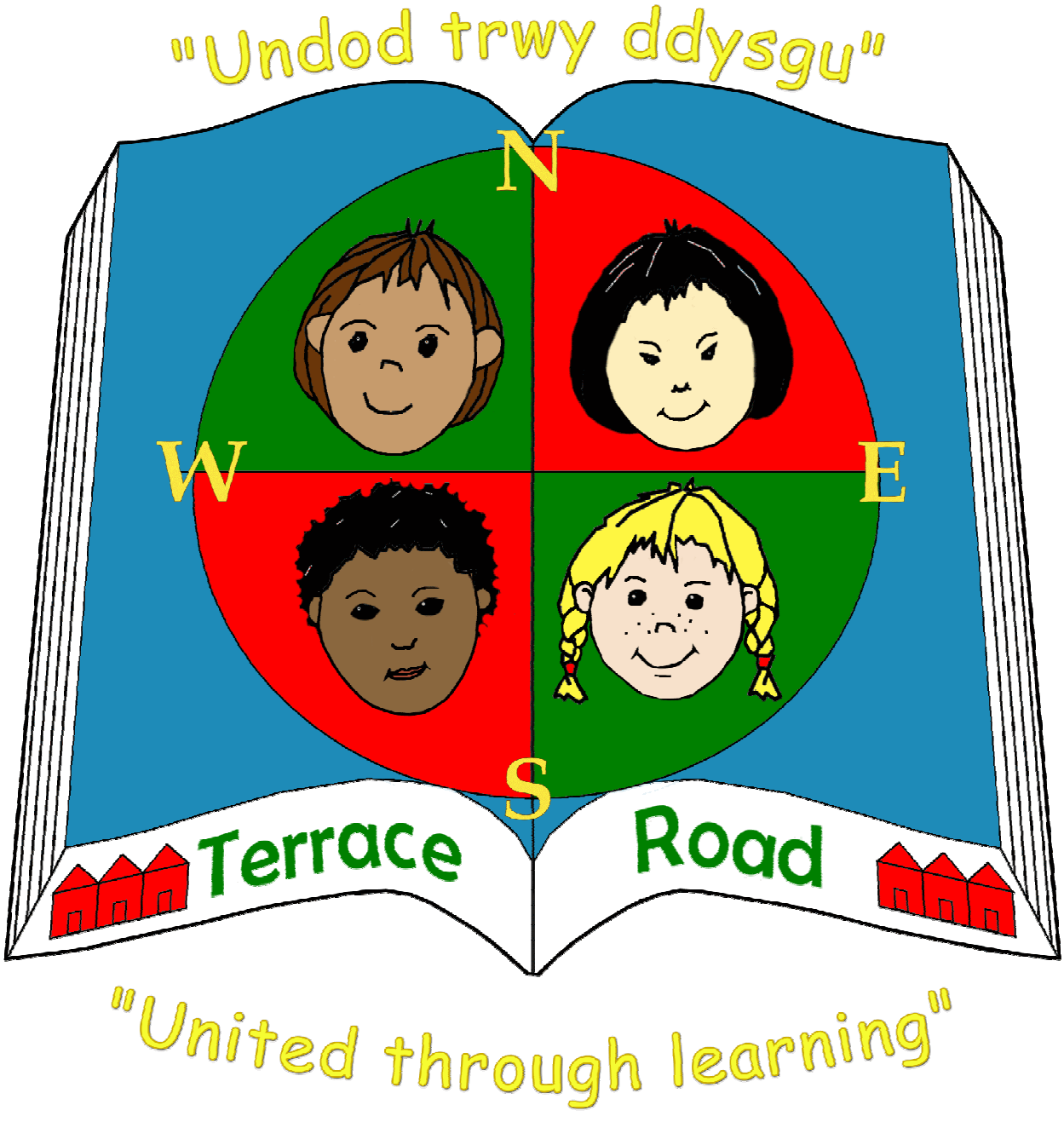
Terrace Road Primary School



Music Policy

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Introduction
This document is a statement of the aims, principles and strategies for the teaching and learning of music at Terrace Road Primary School.
It was written during the Autumn term of 2008 by the subject leader for music.

The Importance of Music.
'Music is a powerful unique form of communication that can change the way pupils feel, think and act' (National Curriculum 2000)
Music is an important part of the school curriculum. It can help develop social skills, promote positive self-image and build confidence within each individual child.

Aims
At Terrace Road Primary School we aim that all children will be given opportunity to:

- Explore, enjoy and feel able to make a contribution to music lessons.
- Create music and see themselves as musicians.
- Develop skills to use a wide range of instruments (including the voice) and techniques competently, focusing on the musical elements of pitch, rhythm, dynamics, timbre, structure, melody and texture.
- Express their ideas and feelings through musical creation.
- Be encouraged to listen attentively and analytically.
- Develop a sensitive response to sound and music.
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others.
- Begin to appreciate and evaluate work from a range of sources.
- Work co-operatively and develop social skills and awareness whilst making music together.
- Develop composition and performance skills.
- Build on previous experiences.
- Develop a positive self-image and self-confidence.

Objectives

- In Key Stage 1 & Key Stage 2 music will be taught throughout the school providing full access to the National Curriculum for Music and the scheme of work 'Music Express' as a minimum entitlement. In the Foundation Phase, music will be taught following the objectives in the Welsh Assembly Governments Framework for the Foundation Phase.
- Pupils of all abilities, irrespective of gender, race or creed will be provided with the opportunity to use and develop their musical skills in contexts appropriate to the current needs and experience.
- Staff will have access to appropriate INSET to enable the delivery of quality teaching of music.

Outcomes for the Pupil
<u>Performing</u>
Children will have the opportunity to:

- sing with increasing control of breathing, posture, diction, dynamics, phrasing, pitch and duration

- play instruments, using appropriate playing techniques and with increasing dexterity and control of sound
- practise and evaluate their performing in order to improve

Composing

Children will have the opportunity to:

- improvise, compose and arrange music

Appraising

Children will have the opportunity to:

- listen to and appraise music

Strategies for the Teaching of Music

Learning in music will be practical hands on activities using the musical resources available for teachers and children, as outlined in the Music Express published Scheme of Work for Music and the County Scheme of Work for Music. This will be enhanced by the use of tapes and CDs and where possible, live music.

We aim to help each child achieve confidence and control in:

- Creative music making
- Percussion and instrumental work.
- Listening and appraising.
- Making and classifying sounds.
- Using simple notation to communicate musical sounds
- Appreciating music from different historical periods and different cultures.

The music curriculum is taught as a subject in its own right. A combination of direct and exploratory methods should be used as some areas need to be taught while others are entirely child-centred.

Planning the Music Curriculum

Careful planning is essential to ensure the needs of each child are met through a differentiated curriculum.

When planning teachers take into account:

- The age and ability of the children concerned.
- That individuals are likely to respond in different ways and that this needs to be encouraged.
- Grouping, organisation and active involvement.
- Available resources to enable first-hand experiences.
- Relationships and the importance of discussion.
- Cross-curricular elements of music.
- Assessments and record keeping to inform planning.

The music curriculum is organised using the Music Express scheme.

Curriculum planning is carried out annually, termly, weekly and daily with parallel year groups planning collaboratively.

In certain year groups the teaching of music is carried out by a specialist music teacher under the guidance of the year group teacher and music subject leader.

Equal Opportunities

At Terrace Road Primary School, we aim to ensure equal access to music provision regardless of ethnic or cultural origin, gender, physical or mental ability and will endeavour to steer pupils towards activities in which they can succeed. Tasks will be adapted and where possible resources will be provided to ensure equal opportunities for all pupils.

More Able and Talented
Children with exceptional musical skills need to be identified at an early stage. The school should support these children by discussing with parents the advantages of receiving appropriate peripatetic music tuition. Opportunities should be given for them to perform in the classroom, during assemblies and in school concerts.

Use of ICT in Music
When appropriate, the children should use ICT to support and enrich the music curriculum. ICT is a recourse which is used in music for:

- Recording work
- Composition and performance. These activities can be supported by the computer programme 'Compose World' and 'Compose World Junior'.

Cross Curricular Links
Music, although a valued subject in its own right, can also make a contribution to other areas of learning.
Mathematics - counting rhythmic beats, number used for notation.
Language - using creative and descriptive language in music making.
Technology – designing and making musical instruments.
Religious Education – music takes a prominent place in all religions and cultures.
Welsh – use of Welsh language in song and folk tunes.
Information Communication Technology –the use of computer programmes.
Geography/History – an awareness of how music has changed over the centuries, and an understanding of different cultures in which music forms a part.
Science – how sounds are produced and how the shape of the instrument makes a difference to the sound produced.
Art – as an accompaniment to images found in art, thus creating mood and expression.
P.E – moving creatively to music

Monitoring, Assessment and Evaluation
Teachers will record individual, group and class performances onto audio or video cassette. Graphic scores and/or notational scores will also be kept as evidence for each year group. Clear guidelines are given for assessment and recording at the end of each lesson in the scheme of work.
All peripatetic teachers responsible for teaching the Music National Curriculum will be monitored and each child's progress reviewed by the music subject leader.
Judgements can be made about children's progress through:

- Observation
- Discussion
- Questioning
- Self-assessment and evaluation of their own work and that of others.

Reporting to parents is carried out through parent consultations and annually through a written report.

Responsibility
The subject leader for Music is responsible for:

- Providing leadership and vision
- Updating the music policy
- Carrying out the requirements of the music curriculum development plan
- Monitoring the delivery of the published scheme of work and advising the headteacher on action needed
- Organising appropriate INSET/training

- Supporting colleagues in their planning and implementation of the SOW and in assessment and record keeping activities
- Maintaining a file of evidence, recording a range of music activities throughout the school.
- Planning, providing and maintaining resources.

Resources

- The care of the instruments is of high importance and must be taught to all children so that the instruments are not damaged or spoilt.
- A list of resources is available from the subject leader.
- Resources are stored centrally at Key Stage 2 in the school hall and in individual classes in the Foundation Phase and Key Stage 1.
- The subject leader for music will review the use of resources and their storage annually in consultation with staff.
- Staff are asked to submit to the subject leader lists of any resources which they require to be added to the existing stock.
- The subject leader will prepare a purchase plan in line with the development plan and order replacements when required.

Sharing of Music

Excellence in music is celebrated in performance including:

- Annual performances which give each child an opportunity to participate.
- Smaller scale performances of groups/individuals in class and whole school assemblies.
- Liaison with the community – St. Jude's Church, the local nursing home and performances in the city of Swansea.

Music Enrichment

Peripatetic teachers visit Terrace Road regularly to offer instrumental tuition to pupils on a variety of instruments and assist with the teaching of the Music National Curriculum. Children at Key Stage 2 are given the opportunity to receive individual and group tuition in stringed and brass instruments and recorders.

Extra-curricular activities are available from Y3 to Y6. These include:
Choir and African drumming.

Role of the Governors

Governors are linked to a curriculum area in which they have a particular interest. During their visits to school they may focus on that part of the curriculum.

Review

The policy for music in this school was developed for the benefit of both the children and staff. It is intended to be a working document and will be regularly evaluated and updated.