

Hinchliffe Mill Junior and Infant School

Music Policy

(Revised January 2013)

Philosophy

At Hinchliffe Mill School, we believe music has an important place in the curriculum, contributing to the social, cultural, aesthetic and emotional development of the child. The participation in musical activities builds confidence, encouraging children to express themselves, share their ideas and appreciate the contribution of others.

Aims

- To enjoy music and music making
- To encourage participation by all children irrespective of ability
- To gain an understanding of the elements of music: from different cultures, from different periods of musical history, musical language and notation
- To develop musical memory and aural skills
- To develop practical musical skills including singing, performing and composing
- To develop an emotional response to sound and the ability to express that response, verbally, physically and musically
- To encourage music in other areas of the curriculum wherever it may enhance other subjects (including live musical performances in assembly)

Key Elements

The National Curriculum for Music will be taught through the QCA units for appropriate year groups, supplemented by materials in the Music Express books and CDs published by A&C Black, (which is used in all year groups) and other song books, music books and CDs as appropriate. The programme is carefully planned to ensure all pupils participate in a balanced range of musical activities. Where appropriate, units have been timetabled to encourage a cross curricular approach, but some units will be discrete music topics in order to ensure a balanced coverage.

All children will participate in:

- singing
- performing using a variety of instruments, body sounds, ICT
- composing
- listening and appraising

Wider Opportunities

In line with the Government's Wider Opportunities programme, the children in Year 4 will begin to learn a musical instrument (handchimes) during their weekly music lesson. They will continue with these lessons during years 5 and 6.

Learning an instrument will incorporate learning to read music, some understanding of musical theory, listening, composing and performing in public.

Attitudes to Foster

- enjoyment of a variety of musical styles
- confidence and a willingness to perform
- pride and pleasure in their work
- perseverance to improve own work through practice
- awareness of the benefits of collaborative activities

Learning Approaches

Will involve instruction and demonstration from the teacher (or CD / CD Rom), followed by participation, investigation and practice to reinforce skills.

Teaching Approaches

A range of approaches including:

- Whole class teaching – for instruction and for participation (singing, class instrumental performances, musical games). This will also include whole Key Stage singing sessions
- Group work – for instruction and instrumental / vocal performances, composition. (NB groups will include both mixed ability and focused ability depending on the given task)
- Individual work – for instruction, performance, composition

Assessment and Marking

National Curriculum Attainment Targets at KS1 and KS2 require some degree of personal interaction between teacher and pupil in order to assess work. The means by which this can be achieved include:

- Observation of pupils working (whole class, in groups or individually)
- Discussion with pupil of ideas, inspirations etc
- Pupil response to teacher questioning
- Outcome of compositions and performances

Resources

- a range of unpitched classroom percussion instruments
- a limited selection of pitched classroom percussion instruments
- recorders
- keyboards / electronic piano
- CD players (in Hall and in each classroom)
- variety of songbooks / music books
- range of commercial recordings
- teachers and music link teacher will also use own CDs / resources etc as appropriate
- set of chromatic handchimes (2 octaves)

The music trolley is situated in the hall and the music cupboard containing printed music etc is in the corridor opposite the hall door.

Information Communication Technology

Throughout school children have access to ICT facilities that develop skills and knowledge needed in music. Children follow the ICT / music technology QCA units of study during their ICT lessons. Specific software programs are also used by the children and teachers.

The school has an up to date ICT Policy.

Differentiation

Each child is recognised as having different abilities and aptitudes which must be catered for. Children will be encouraged to make individual progress during music lessons through a range of activities, irrespective of their starting level. During lessons, differentiation will be made in accordance with school policy, through additional resources, teacher support, CSA support, peer support, adapted tasks, etc.

Children, who show particular interest or ability, are given the opportunity to further develop their skills through extra-curricular musical activities and through individual/group instrumental tuition by peripatetic music teachers from Kirklees Music School.

Special Educational Needs

Children with Special Educational Needs are carefully monitored. Initially differentiated work will be provided within the group. It may be that differentiation within the classroom is inappropriate for their particular needs. In this case an Individual Education Plan will be drawn up for them by their teacher in consultation with the SENCO.

- The school has an up to date SEN Policy
- There is also support from the Local Education Authority

Equal Opportunities

The music policy reflects whole school entitlement as described in the school's Equal Opportunity policy.

Communication with Parents

We believe that links with home are vital and endeavour to keep parents informed of our work and the children's progress. Parents are free to discuss issues at any time. They are kept informed in a variety of formal ways.

These are:

- Parent /Teacher interviews
- The annual written report
- Make them aware of our policy

Parents are invited to attend the Christmas Show and Carol Service when the whole school perform.

Display

Displays of music information are used in school but children also display their work through live performances. It is appropriate that work in music is performed in school so that children can celebrate their achievements.

The role of the link teacher

- To model good practice
- To ensure the implementation of this policy
- To ensure they are up to date with current policy and practice
- To monitor and evaluate practice within classrooms
- To help with and monitor planning
- To attend courses and lead staff INSET
- To review this policy
- To inform Governors on current policy and practice in Music

The link teacher responsible for this policy is Merran Smith

This Policy will be reviewed on a biennial basis.