



Music Policy

Agreed by Governors January 2017

PURPOSE OF THE POLICY

This policy outlines the teaching and learning of Music at Greenside Primary School. Here at Greenside we aim to stimulate children's love of music and ensure all children have the necessary skills to reach their full musical potential.

RATIONALE

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Children should be given the opportunity to critically engage with a wide variety of music.

AIMS

As outlined in the National Curriculum- teachers will ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

TEACHING AND LEARNING STRATEGIES

Music is taught by teachers and by the Tameside Music Service expert teachers to ensure all elements of the new National Curriculum are being met.

In the Early Years Foundation Stage children access music throughout continuous provision. They are given the opportunity to perform with different musical instruments, exploring the different sounds they make. Children also use everyday objects to create music. Children regularly listen to different kinds of music, giving them the opportunity to reflect on this and discuss with their peers.

In Key Stage One, music is taught through cross curricular links with the class's topic. Children are given the opportunity to use their voices expressively whilst singing rhymes and songs. They are given the opportunity to listen to a range of high- quality live and recorded music, developing their understanding of musical representations. Children also experiment with, create and combine sounds whilst also having the experience of playing a musical instrument.

In Phase 2, music is taught by the Music service and through topic work. The music service teaches each year group for a term, introducing them to a new musical instrument. Children are given the opportunity to sing, play and perform in solo and ensemble contexts whilst

developing their skills with a musical instrument. These achievements are celebrated with parents through musical concerts which are held at the end of the terms work. Through their topic work children are given the opportunity to appreciate and understand a wide range of different music drawn from different traditions and cultures, whilst looking at the work of great composers and musicians.

Music is celebrated throughout school life at Greenside Primary. Children regularly take part in singing practice during assemblies. Children regularly preform at church services both at Christmas and Easter. Children in year three and above also have the opportunity to join the school choir and take part in a weekly after school club. The choir perform at a number of musical events throughout the year such as Young Voices, church services, Tameside cluster performances with other local primary schools etc.

DIFFERENTIATION

Each child has different needs. For individuals to be challenged but not discouraged, tasks should be provided which are matched to ability and interest levels. Differentiation is therefore a key issue and as some music activities will be open-ended and differentiation will sometimes be by outcome, children need to be supported by relevant questioning by the teacher. Planned differentiation is also important in certain activities, eg. Accompaniments, compositions. Some children may have many skills acquired through instrumental tuition, while others may have particular problems with co-ordination, which require sensitivity and a degree of individual attention.

EDUCATIONAL INCLUSION

The music policy reflects the school's policy on educational inclusion and equal opportunities. All pupils have the entitlement, irrespective of gender, ethnicity, class, language or disability. All children are offered the same opportunities for making music e.g. lessons from peripatetic staff, practising on instruments, singing.

The repertoire of songs and listening material will be carefully chosen to represent a range of cultures.

SPECIAL NEEDS AND GIFTED CHILDREN

The music policy reflects the school's policy on SEN. Music is available to all pupils, regardless of their ability and a variety of teaching methods will be employed.

Children who demonstrate a particular talent will be catered for by:

- Differentiated activities
- Opportunities to join musical clubs
- Being encouraged to give demonstrations in class and assemblies
- Being allowed opportunities to lead small groups in class.

EXTRA - CURRICULAR ACTIVITIES

Greenside currently offers guitar and clarinet lessons from peripatetic teachers, and a choir.

ASSESSMENT FOR LEARNING

Assessment in music will follow the school's assessment policy. Assessment is a continuous process that both reinforces teacher/pupil planning and provides clear information for others. Assessment should point a way forward and show what has been achieved. Assessment of musical competence is dependent on task and context. A broad set of tasks and settings for music-making will be provided.

Pupils receiving tuition from peripatetic instrumental teachers will receive regular reports of their progress.

Reporting to parents will follow school guidance and procedures. The national curriculum level descriptions for music provide the basis for making judgements about pupil's performances at the end of key stage 1 and 2.

STAFF DEVELOPMENT

The music co-ordinator will:

- Have an over-view of the subject throughout the school and identify music in topic areas.
- Lead the choir and take part in community musical celebrations and Young Voices.
- Identify and share good practice.
- Attend relevant CPD courses and workshops and feedback to staff.
- Share CPD opportunities where appropriate.
- Build a bank of evidence of music throughout the school.

At Greenside Primary School we will continually strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability.