

RAMSEY MANOR LOWER SCHOOL

MUSIC POLICY

Ramsey Manor Lower School is committed to safeguarding children and providing a safe, secure and healthy environment for them.

Ramsey Manor Lower School is a Values Education School. Our Values underpin everything we do.

RATIONALE

At Ramsey Manor Lower School we believe that, regardless of ability, ethnicity, gender, beliefs or personal circumstances, all children should receive a musical education, giving them the ability to listen to, discuss, enjoy, perform, compose, achieve and appraise music. Children will be provided with a variety of experiences that will encourage them to reach their full musical potential.

AIMS

Our aims in teaching Music at Ramsey Manor Lower School are:

- to help each pupil to develop a sensitive response to all sounds, especially those we call music
- to deepen their understanding of music by developing the ability to express ideas and feelings through the medium of sound
- to develop musical skills such as composing, performing, and appraising while taking part in musical activities
- to learn to co-operate with each other to perform music together
- to learn to be aware of and to appreciate music from other countries and other cultures
- to learn to respond to music through dance, drama and art.

IMPLEMENTATION

We use a variety of teaching and learning styles in Music. During our weekly lessons we encourage children to ask as well as answer questions. They have the opportunity to use a wide range of resources including new technologies. Whole class teaching is followed up with work in groups, with partners or individually to complete tasks and rehearse musical skills they have learned or are developing. Wherever possible the teacher provides equal access to the music curriculum by differentiating appropriately for all children, including supporting less able children and extending the more able.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in music according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment (as detailed in our SEN policy). Gifted and more able children will be identified and suitable learning challenges provided (as detailed in our Gifted and Talented policy).

RESOURCES

All music resources are now kept in the music/group room next to silver class. In here can be found two trolleys of percussion instruments, one for each Key Stage, class sets of tuned percussion instruments, recorders and bass, alto and treble xylophones and multi cultural instruments. Music for assemblies, Harvest, Summer and Christmas productions is kept in the cupboard under the stereo in the hall or in the music room. It is the music co-ordinators responsibility to order new resources and keep the existing resources tidy.

CURRICULUM PLANNING

Music is a foundation subject in the National Curriculum. In the Foundation Stage teachers follow the creative strands of the Early Learning Goals and Music Express. From Years 1 to 4 it is taught following QCA guidelines and the Music Express scheme of work by A and C Black. The Music Express schemes of work for music set out the objectives to be covered in each year group. Long term, medium term and weekly plans can be found on the accompanying discs for each year group and are used accordingly. In addition to the music taught in class lessons, all children in Years 2, 3 and 4 are given the option to learn a musical instrument through County Services. At present violin, cello, brass, percussion and keyboards are being taught by specialist teachers in the school. Children also participate in a weekly singing practice and perform Christmas and Summer productions.

MONITORING AND EVALUATION

Planning is monitored regularly by the subject leader and is scrutinised annually by the subject leader in discussion with all teaching staff. Planning is to now include all cross curricular work, whilst discrete lessons are delivered weekly to ensure all objectives are taught. The co-ordinator produces an action plan, which is part of the school improvement plan and is reviewed annually.

ASSESSMENT, RECORDING AND REPORTING

The learning outcomes found on the Medium term plans for Music Express are now being used as a form of assessment. These have been placed on tracking documents for each class. The assessment of pupils is usually carried out informally during lessons and takes the form of teacher observation. At the end of each unit of music taught the appropriate tracking is highlighted using a traffic light system.

Teacher's report to parents on a termly basis through parent consultations and annually through a written report.

CURRICULUM LINKS

Teachers fulfil the requirements of the National Curriculum through the implementation of the scheme Music Express and ensure that the children acquire appropriate skills and knowledge of:

Controlling sounds through singing and playing - performing skills, creating and developing musical ideas – composing skills, responding and reviewing – appraising skills, listening and applying knowledge and understanding. Teachers integrate and apply musical skills

and knowledge within the framework of the creative curriculum where it is appropriate. Provision for this planning is made on creative curriculum Long Term Plans with referenced and relevant objectives.

ICT

Opportunities to use ICT to support teaching and learning in music will be planned for and used as appropriate.

LINKS TO OTHER POLICIES AND DOCUMENTS

Teaching and Learning Policy
Assessment
Special Educational Needs Policy
Gifted and Talented Policy
ICT Policy
Equal Opportunities Policy
Health and Safety Policy
Marking Policy
All curriculum policies