

Woodnook Primary School

Music Policy

Policy written: November 2015

To be reviewed: November 2016

Rationale

Music is a powerful, unique form of communication that can change the way children feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. Music promotes children's spiritual, cultural and social development. The learning of music develops an awareness and appreciation of musical traditions, from the past and present, in a variety of cultures and societies. This helps children understand themselves and relate to others, forging important links between the home, school and wider world. The teaching of music develops children's ability to listen and appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Aims

- To provide all children with an education in music that is stimulating, enriching and inspiring through curricular and extra-curricular learning.
- To encourage confidence in all the children through their involvement in music thus promoting individuals interest, self-reliance and motivation.
- To develop an understanding and appreciation of different types of music and increase their ability to make judgments of musical quality.

Objectives

- To teach music through the National Curriculum and the Creative Development area of learning from the Foundation Stage.
- To promote all the children's achievements in music within the school and the wider community.
- To provide all children with the opportunity to express themselves creatively and to develop their musical skills through an understanding of pitch, rhythm, dynamics, duration, timbre, texture and structure, using both instruments and voices.
- To develop performing, composing and appraising skills by applying listening skills and knowledge and understanding of music.
- To become increasingly aware of how music is produced, for example, through the use of instruments and musical processes including relevant symbols and notation.

Teaching and Learning

- The music curriculum is defined by the programmes of study in the National Curriculum and the expected standards of children's performance by the attainment targets. The content of the programmes of study is implemented through the QCA scheme of work provided by Lancashire Music Service. The teaching of music is based on these units of work. The units are progressive and build on previous work and experiences.
- The teaching of music in the foundation stage allows children to explore sound and the building of patterns of sound known as 'music.' **Children in EYFS have access to musical instruments and listening stations. They also explore music through dance, movement, story, role play and singing.**
- Children have additional opportunities to develop their understanding of skills in music. Extra-curricular activities (choir) are provided by teaching staff.

Outside musicians are invited to perform to the children to give them experience of live music and workshops will be arranged for all children to encourage participation.

Assessment and Recording

The assessment criteria are informed by the learning outcomes in each unit. The end of unit expectations provides broad descriptions of achievement within each unit and is used for teachers to assess a child's progress in each unit. Parents are given the opportunities to discuss their child's progress during parent interview times.

Cross curricular planning

☐ Music is considered on the Cross Curricular Planning Grid and should be incorporated into themes and topics covered by each year group wherever possible.

☐ Music is taught music lessons, cross curricular links, wider opportunities and singing assemblies in order to maintain coverage of at least 36 hours a year.

Resources

☐ Music resources are located in the music cupboards. These resources include keyboards, glockenspiels, microphones and a wide variety of tuned and percussion instruments. A selection of percussion musical instruments is located in the music trolley outside the downstairs corridor classrooms. As well as this there is a piano located in the school hall. Music is also available on the school network.

☐ Resources are monitored yearly. Stock and maintenance check are carried out on a regular basis in order to provide high quality musical resources.