

Saltersgate Junior School

Music Policy - Updated Spring 2018

PERSONS RESPONSIBLE FOR POLICY:	MRS M E OXER: HEADTEACHER MISS S BOYD: MUSIC LEAD Mrs A Webber: CHAIR OF GOVERNORS
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Rationale

The majority of music lessons are taught by class teachers. The music manager has the task of addressing the Programmes of Study of the National Curriculum by ensuring that coverage occurs through Cornerstones and also through discreet units of learning.

The National Curriculum for Music states that pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

General Aims

To develop:-

- a sensitive response to sound and patterns of music
- the capacity to express ideas and feelings symbolically through sound
- the necessary skills and concepts whilst engaged in musical activity

- social skills and awareness through making music together
- an understanding and appreciation of different types of music and increase their ability to make judgements of musical quality
- opportunities to experience personal satisfaction and self-confidence
- an awareness of musical traditions in a variety of cultures and societies

Objectives

To encourage the children to have:-

- the ability to recognise various aspects of sound
- the ability to perceive relationships between sounds
- the ability to recognise groupings and sets
- the ability to recognise form in music through contrast and repetition
- the ability to understand that sounds can be represented by symbols
- the ability to be aware of the expressive quality of sound
- the ability to develop instrumental and vocal techniques:-
 - a. to express their own ideas and feelings
 - b. to play music composed by others
- the ability to represent sounds by invented symbols or by established notation
- the ability to develop music terminology to communicate musical ideas to others
- the ability to make informed choices and judgements about their own compositions and those of others
- the ability to invent music using free or traditional forms

- the ability to express personal preferences and to have respect for the preferences of others
- the ability to co-operate within a group situation
- the ability to accept and give constructive criticism

Special Educational Needs

The learning needs of individual children will be taken into account during the planning and delivery of all aspects of the subject. Work will be differentiated to suit the varying abilities throughout the learning spectrum and to accommodate any physical impairments which may affect speed of learning and/or delivery of work.

Equal Opportunities

All children are to be given equal chance to participate in music. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Organisation

Children are taught in classes by the class teacher or in year groups depending upon the structure of the timetable.

Music Support Service

The school is well supported by members of the Music Support Service. Children have a chance to learn to play an instrument. It is the responsibility of the children and parents to maintain and clean the instrument so that it remains in good working order.

Manager

- to be enthusiastic about music and to demonstrate good practice
- to support and guide staff, encourage the sharing of ideas and organise in-service training where necessary
- to review the policy document and scheme of work

- to encourage and support staff in the implementation of the agreed procedures
- to purchase and organise all music resources, ensuring they are readily available and well maintained
- to monitor medium-term planning for each year group
- to collect work samples and photographic evidence from musical activities
- to initiate musical events involving children, parents and staff
- to be aware of national and local developments in music

Resources and Equipment

The music department has a comprehensive range of percussion instruments (tuned and un-tuned) and a full range of orchestral instruments.

ICT

Pupils are given the opportunity to use and develop their ICT skills in music using computer programs, audio-visual equipment and overhead projector.

Assessment

Level descriptions are used to make an assessment of pupils' performance set against the programmes of study for Key Stage 2.

Inclusion of Looked After Children and children with Special Educational Needs (Learning Difficulties &/or Disabilities)

Adhering to the school's Inclusion Policy is paramount within all curricular and extra-curricular areas. Every effort will be made to ensure that any specific actions appropriate to the individual will be arranged.