

MUSIC POLICY

WHY TEACH MUSIC?

Music enriches the lives of individuals and groups and is fundamental to being human. Children live in a noisy world, where they need to learn how to listen and understand. Music education involves the whole child, using melody, rhythm, speech and movement. It has close links with other subjects, and provides a foundation for achievement in other areas of the curriculum through the development of auditory awareness and discrimination, improved motor skills, experience of collaborative learning situations, fluency in speech and, hopefully, improved self confidence and a sense of imagination. Creative work in music develops the skills of decision making and selection; and sharing in the creative process of their friends can teach children sensitivity and respect.

AIMS

As part of a broad and balanced curriculum we aim to give all our pupils the opportunity to undertake a balanced programme of music activities which show progression and continuity. Through these activities the children will develop the following skills:-

- creativity and original thinking
- problem solving
- perseverance
- ability to listen carefully
- ability to practise and perform for an audience
- ability to compose music
- appreciation of music from a wide variety of times, styles and cultures
- evaluation of their own and other's music

MUSIC IN THE NATIONAL CURRICULUM

We aim to meet as far as possible the requirements of the National Curriculum. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising.

Children will be taught to recognise the musical elements of:-

- pitch
- duration
- dynamics
- tempo
- timbre
- texture

and the use of the above within

- structure

PLANNING

Long term planning

We have used QCA Schemes of Work to create a whole school plan which ensures coverage of the National Curriculum and allows for continuity and progression.

Medium term planning

QCA objectives, supplemented by LCP Resource material have been used to provide a scheme of work for each year group.

Short term Planning

Short term planning is undertaken by individual teachers in line with the school policy for foundation subjects.

ASSESSING AND RECORDING

Assessment and recording of individual children's progress will be made in line with the school's assessment policy. Guidance on expected levels of attainment and what should be assessed is contained in the schemes of work. Reports of progress will be made to parents at the end of each school year.

EQUAL OPPORTUNITIES AND SEN

All children are entitled to experience the full range of activities. They should be given the opportunity to develop a capacity for self expression and to experience success and enjoyment in music regardless of race, gender or ability. Appropriate provision will be made where necessary for children with special needs.

The School welcomes and values disabled people to be an active part of school life.

Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to monitor how many of our pupils. Staff, parents/carers and governors are disabled under the Disability Discrimination Act 2005.

Broomwood Primary School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.

EVALUATION

In evaluating the effectiveness of our music teaching, we should be aware of the following:

- do we allow the child to express creativity and original thinking through music?
- do we provide children with opportunities to compose and perform using a variety of instruments?
- do we provide children with the opportunity to develop their singing skills?
- do we give children access to a variety of music of different genres and styles?
- do we allow children to study a variety of music techniques and express their feelings about music and the composers?
- do we extend the more able child and make provision for the child with difficulties?
- do we cater for direct teaching of individuals, groups or the whole class?

CLASSROOM ORGANISATION

It is anticipated that the majority of activities will be undertaken with whole class groups. Teachers will use their own judgement as to when and how children should be grouped at these times. Some opportunities for individual work and experimentation should also be provided.

RESOURCES

All musical instruments, printed music and songbooks and pre-recorded music will be stored in the Assembly Hall. Anyone borrowing items is responsible for their safe return. If items are lost or damaged, please inform the Music Co-ordinator. A full list of available resources will be kept in the music file and teachers may take photocopies of these if they wish.

REVIEW OF POLICY

This policy will be reviewed and revised in line with developments in the National Curriculum and the School Development Plan.

October 1999
Revised May 2002
Revised October 2003
Revised Autumn 2004
Revised January 2006
C Callanan
Revised January 2009
K Brickenden

Approved by Governing Body

Date