

# WARDEN HILL PRIMARY SCHOOL

## *Music Policy*

Member of staff responsible	E Freeman
Governor responsible	
Sub-Committee responsible	Curriculum
Date agreed with staff	1.12.11
Date discussed with pupils	n/a
Date agreed at Sub-Committee	
Date approved at Governing Body	
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Date next review due	2014

### Document Version Control

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1.0	March 2010	Original Issue
1.1	December 2011	Review

## VISION STATEMENT

*"All at Warden Hill are working to create and maintain a safe, healthy and secure environment for children, with an atmosphere that fosters happiness and growing self-confidence."*

*"We seek to develop in each child the realisation that individually they are unique and of immense worth, but also that they have an important contribution to make in maintaining and developing the society in which they live."*

**(School vision statement)**

## AIMS

The Staff and Governors of Warden Hill School place a high priority on children's music education. We aim to ensure that through listening, performing and composing children:-

- have fun
- develop self confidence
- gain insights into music from other periods and cultures
- make a contribution to the aesthetic life of the school
- express themselves and develop their creativity
- develop some understanding of the core elements of music and some of the skills required to make music alone and with others
- develop insight through music into areas of experience that can not be easily verbalised

Through the school's programme of music teaching we aim to enrich the cultural life of the school, making music a significant and memorable part of each child's time with us.

## PROVISION

### **Foundation Stage**

We teach Music in Reception classes as part of a themed creative curriculum. Music is included in the Creative Development Section of the Foundation Stage Curriculum, as well as being an integral part of classroom life.

### **Key Stage 1 and Key Stage 2**

A scheme of work for Key Stages 1 and 2 provides the basic framework for learning and teaching in Music. The Music curriculum is also covered thematically and creatively across all subjects.

We endorse the National Curriculum requirement that all children will cover Composing, Performing, Listening and Appraising in a balanced and integrated way.

We will develop classroom approaches and materials which cater for both the most and least musically experienced.

Where necessary we will make appropriate arrangements for children with physical disabilities.

Every classroom and the music room will be equipped with a tape recorder and some rooms with a CD player. Further opportunity to encourage children's use of ICT will be developed as resources allow - particularly in the purchase of appropriate music software for the existing computers and keyboards for older juniors.

All children will be offered the opportunity to learn an instrument. All children will have the chance to join a school choir and to sing at public events.

Children with suitable skills will be invited to join the school orchestra.

When appropriate children will take part in locally run workshops along with other Primary school children in the community.

Visiting musicians will be invited to the school to entertain and involve children in a wide variety of musical styles.

## **Subject organisation**

Music is a foundation subject. It may be taught through topic work, or discretely. We will use a variety of teaching methods best suited to the abilities and interests of the children.

Most of the Music curriculum is taught using adapted units from the LCP Scheme of Work. Topics have been allocated to each year group.

The mode of working in Music is a mix of class teaching, cooperative groups (usually, but not always, of mixed ability) and individual work.

## **CROSS-CURRICULAR OPPORTUNITIES**

We see Music as a natural context for the development of Literacy, Numeracy, History, Geography, PSHE and Dance. Teachers will identify opportunities in their planning to support development of these skills.

## **USE OF ICT**

Information and communication technology enhances our teaching of Music wherever appropriate, in each key stage. Children use a range of equipment to record performances and to edit performances, as well as using the internet for research.

## **ASSESSMENT AND TARGET SETTING**

Assessment is on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks and informal summative assessment. Reporting to parents occurs annually with a written report and through parents evening.

Targets are set according to the ability of the child to enable them to progress or be challenged.

## **SPECIAL EDUCATIONAL NEEDS and G&T INTERVENTION PROGRAMMES AND EQUAL OPPORTUNITIES**

The varying needs and abilities of the children are catered for through tasks differing in difficulty, outcome and support. Children's needs are catered for within whole class/group or individual work. Appropriate strategies will be employed for the very able and those with special needs.

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

### **ROLE OF SUBJECT LEADERSHIP TEAM:**

- To play a major role in the development of school policy and practice.
- To monitor and ensure continuity and progression in history Music
- To ensure that practices improve the quality of Music education throughout the school and raise standards of achievement.
- To inform future priorities and targets for the subject.
- To ensure teachers are familiar with the policy and help them plan lessons if required.
- To prepare, organise and lead INSET.
- To be responsible for resources used in the teaching of Music

### **PARENTAL INVOLVEMENT**

Parents are encouraged on a regular basis to assist with and view performances. Parental support is key to each performance to ensure children perform to a varied and wide audience, and feel involved in their children's learning.

### **CONCLUSION:**

This policy also needs to be in line with other school policies and therefore should be read in conjunction with them.