

Roman Road Primary School

Policy for Music

Written: May 2017

Next Review: May 2019

POLICY FOR MUSIC

Document Purpose

This policy reflects the values and philosophy in relation to the teaching and learning of music. It gives a framework within which all staff work and gives guidance on planning, teaching and assessment.

Audience

This policy document, having been presented to and agreed upon by the whole staff and the governing body, is distributed to all individual members of the teaching staff and school governors.

Subject Aims and Objectives

Music is a foundation subject within the National Curriculum. The aims of teaching music are consistent with our school's philosophy of providing stimulating and challenging opportunities for all children. The aims Music are:

- To provide a music curriculum which is broad and balanced
- To provide a curriculum which progressively develops musical skills, concepts and knowledge
- To explore the main elements of music, for example high/low, loud/quiet, long/short, fast/slow, texture, structure quality of sound, rhythm and beat
- To explore rhythmic and melodic ideas
- To encourage children to enjoy musical activities and to provide them with the skills and confidence to participate in musical activities
- To encourage children to compose their own and perform music for a variety of purposes and audiences using their own symbols where necessary.
- To provide children with a means to express ideas and feelings through sound

- To assist each child in developing self-confidence and a positive self-image
- To discuss and respond to a variety of different sounds and music
- To learn and join in with a wide variety of songs and rhymes
- To develop social skills and awareness whilst making music together

Children at Roman Road School follow the National Curriculum for Music and work at levels appropriate to their ability. It is expected that children will achieve their age expected level by the end of each year.

School Organization

In order to achieve the aims outlined previously, the teaching of music at Roman Road School is approached in a flexible way throughout the Foundation Stage and KS1. Some music teaching will be of a cross-curricular nature particularly during festival times when whole school productions are being undertaken. In KS2 there are specialist Music teachers who teach Music as part of the ECAM programme. The teaching will be specifically planned to develop certain musical skills, concepts, knowledge or attitudes.

Foundation Stage Music is part of the daily set up of the classroom, with a designated area for instruments.

Year 1 and Year 2 follow the Music Express Scheme of Work (half an hour a week.)

Year 3 learn the flutophone as part of the ECAM Programme (45 minutes a week.)

Year 4 learn the ukulele as part of the ECAM Programme (45 minutes a week.)

Year 5 and Year 6 learn either the keyboard or guitar as part of the ECAM Programme. (half an hour per group lesson)

Singing Assembly (15 minutes) is led by the Music Coordinator in KS 2 and the Assistant Head in KS 1. This is taught using songs appropriate to the children's age range and which link with cross-curricular themes, the scheme of work, assemblies and school productions.

Violin tuition is provided at a fee for pupils who are in Year 2 and above.

The instruments are stored in the Coordinator's room and may be moved to other areas or classrooms for use.

Time Allocation

Within the time allocated it is expected that all the relevant Programmes of Study will be covered at each Key Stage. It is recognised that the use of an integrated approach to music work in both Key Stages may make it difficult to allocate time precisely on a weekly basis in the Foundation Stage.

Planning

Key Stage One and the Foundation Stage follow the Music Express Scheme of work to plan their lessons. The specific Music Tutors teach a programme in line with the ECAM Scheme.

Inclusion Statement

We believe that all children at ROMAN ROAD PRIMARY SCHOOL should have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in order to make the maximum progress and demonstrate achievement irrespective of ability (including Gifted and Talented) or special educational needs, gender, ethnicity, language group, disability, religious beliefs or social circumstances.

Where pupils have special educational needs which are not identified as being learning difficulties, but requires other special provision(e.g. the use of technological aids in practical and written work) then we will as a school, endeavour to make appropriate provision for such children.

We aim to do this by:

- taking the individual needs of children into account using language which is appropriate to each child's ability
- avoiding the negative use of written, spoken and body language
- choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid gender stereotypes
- choosing resources which are user friendly and easily accessible to all children

- showing in our planning how tasks are differentiated and targeted for children of differing abilities
- ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

The Curriculum

Subject planning and evaluation for music work is incorporated into year group planning and is evaluated each term.

Learning in music is mostly practical and will also incorporate learning correct musical terminology. This will be enhanced in Years 4 to 6 by the use of specialized music tutors who provide instrumental tuition.

Within any one class, children are given the opportunity to work as a class, individuals and as part of a group. The choice of class organisation will be determined by the learning task or activity and the resources being used.

Music is seen as enhancing many curriculum areas and provides opportunities for teaching in a cross-curricular way.

Coordinator Role

The role of the music coordinator is to ensure that all pupils receive an enriched and enjoyable curriculum.

Duties currently include:

Liaising with ECAM tutors to ensure the smooth running of music provision within the school.

Organising the guitars and keyboards for ECAM.

Monitoring staff in the teaching of music.

Managing a budget and music resources.

Delivering a music assembly weekly.

Resources

A variety of music resources are kept in school. Musical instruments are kept in the Music Resource Room. Books and CDs are kept by the Coordinator and are available to staff when requested. The Music Express scheme is kept by the class teachers. The care of the instruments is of a very high importance.

The Music coordinator reviews the use of resources and their storage annually in consultation with the staff. Staff are asked to submit to the music coordinator lists of any resources which they require to be added to the existing stock. The purchase of resources is planned each year by the music coordinator.

The ECAM program is provided free by Newham council.

INSET Provision

INSET will be provided as and when is necessary in consultation with the Headteacher. Should any courses arise then the appropriate staff are made aware of them and discussion takes place as to who should go.

Assessment and Evaluation

In Year 1-2, end of unit assessments are completed termly. In Year 3 and Year 4 the Music tutors assess the pupils in the lesson on an ongoing basis. In Years 5 and 6 the tutors let the coordinator know verbally if any pupil is not progressing or is progressing further than expected and the pupil is then put into the appropriate music ability group. They write a report about each pupil yearly.

The pupils in Year 5 and Year 6 are given the opportunity to sit an external exam awarded by Canterbury University which lead up to Grade 1 Music (for the G and T pupils).

The Music Policy will be reviewed biannually by the Music coordinator in consultation with the staff.

Music Coordinator: Ann Wood

Date: May 2017

