



Roman Road Primary School Policy for Music

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□
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- - To encourage children to compose their own music and perform music to a variety of audiences □
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- - 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 assemblies are being undertaken. The teaching will be specifically planned to develop particular musical skills including music notation, sight reading, listening skills and knowledge of different musical genres.

Organisation of Music

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

Year 1 follow The Oak Academy Music Scheme (online).

From Year 2 upwards there are specialist Music teachers who teach Music

Year 2 learn how to play the recorder.

Year 3 and Year 4 learn how to play the ukulele.

Year 5 learn how to play the guitar (as a class).

Year 6 learn the guitar in small groups which is taught by specialist tutors.
(half an hour per group lesson)

Singing Assembly (15 minutes) is led by the Music Coordinator in KS1 and KS2 (alternate weeks). 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.

The instruments are stored in 5C and may be moved to other areas or classrooms for use.

Children who are learning to play an instrument can either buy or loan an instrument from the school for a reduced price so that they can practice at home.

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 in the Foundation Stage may make it difficult to allocate time precisely on a weekly basis.

Planning

Year One and the Foundation Stage follow published schemes of work to plan their lessons. The specific Music Tutors teach a programme which they plan in relation to the specific instruments - recorder, ukulele and guitar.

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□
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- avoiding the negative use of written, spoken and body language□
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- choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid gender stereotypes□
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- choosing resources which are user friendly and easily accessible to all children□
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- showing in our planning how tasks are differentiated and targeted for children of differing abilities□
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- ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.□
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We hold private lunchtime and afterschool clubs (subsidized for any child who is on Pupil Premium) in guitar and keyboard to give the opportunity to children who want to take their learning further.□

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The Curriculum

Music lessons are planned weekly and are evaluated each term.

Learning in music is mostly practical and includes learning correct musical terminology and notation. This is enhanced in Years 2 to 6 by the use of specialised 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 organization 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.

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

Organising the recorders, ukuleles and guitars for individual use.

Monitoring staff in the teaching of music.

Managing a budget and music resources.

Delivering a music assembly weekly.

Applying for grants and resources.

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Resources

A variety of music resources are kept in school. Musical instruments are kept in 5C. Books and CDs are kept by the Coordinator and are available to staff when requested. The care of the instruments is of a very high importance and is everybody's responsibility.

The Music coordinator reviews the use of resources and their storage annually. Staff are asked to submit to the music coordinator lists of any resources which they require to teach the music curriculum. The purchase of resources is planned each year by the music coordinator.

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 end of unit assessments are completed termly.

In Year 2 to Year 6 the Music tutor assesses the pupils in the lesson. At the end of the term there is a list of objectives which are completed for each individual child.

In Year 6 the tutors inform the coordinator 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.

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

