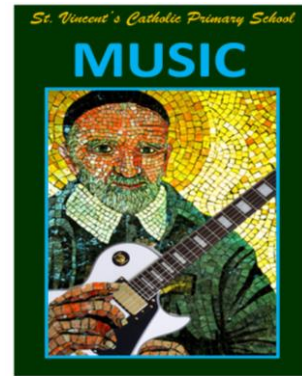




Music Policy



CONTENTS

1. Mission Statement	2
1.1. Aims and Objectives	2
2. Approaches to Teaching and Learning	2
3. Resources	2
4. Learning Environment	2
5. Planning	3
6. Assessment	3
7. Cross Curricular Opportunities:	3
7.1 Language and Mathematical Development	3
7.2 Information and Communication Technology (ICT)	3
7.3 Personal, Social, Health and Citizenship Education (PSHCE)	3
7.4 Spiritual, Moral, Social and Cultural	3
8. Enhancing the Curriculum:	4
8.1 Additional Music Teaching	4
8.2 Extra-curricular Musical Activities	4
8.3 Music Assemblies and Annual Music Concert	4
9. Inclusion:	4
9.1. Special Educational Needs and Disability	4
9.2. Gifted and Talented	4
10. Health and Safety	4
11. Roles and Responsibilities:	4
11.1 Subject Leaders	4
12. Policy Review	4

This policy should be read in conjunction with the *Teaching and Learning Policy*, any related subject policies and the following:

Assessment Policy	Health and Safety Policy
Behaviour Policy	Safeguarding and Child Protection Policy
Equality and Community Cohesion Policy	Special Educational Needs and Disability Policy

Other documents that support the teaching and learning of Music:

National Curriculum for Music
 Development Matters (for the Early Years Foundation Stage)
 Documentation to support curriculum planning including Hamilton Trust, Music Express

Throughout this policy 'parents' denotes those with parental responsibility.

1. Mission Statement

Music is seen as an integral part of the curriculum at St. Vincent's RC Primary School and we believe it to be vital that all children should experience music in all aspects of the subject. It provides a unique way of communicating that can inspire and motivate children, enabling them to develop an insight into areas of experience which cannot be easily verbalised, and a capacity to express ideas and feelings through sound. It is a vehicle for personal expression and can play an important part in personal development.

Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world in which they live: forging links between home and school. It also plays an important part in helping children to work together and feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music.

1.1 Aims and Objectives

Our aim is to foster children's sensitivity, understanding and enjoyment of music through an active involvement of listening, composing, performing and appraising. Through musical activities at St. Vincent's we:

- enable children to enjoy music as an expressive medium;
- promote positive attitudes towards children's own and other musical traditions;
- help children to reach their potential in the interrelated skills of performing, composing and appreciating music and to apply these skills with confidence and a sense of achievement;
- provide opportunities for children to perform to and with others in a range of contexts and to view live performances;
- encourage children to participate in extra-curricular musical activities both within and outside school.

In Reception music is taught as part of the Early Years Foundation Stage (EYFS) of the National Curriculum within the Expressive Arts and Design area of learning. Lessons are planned to enable children to meet objectives appropriate to their age and stage of development as set out in the EYFS programme.

In Key Stages 1 and 2, children are taught in line with the National Curriculum Programmes of Study for music. The knowledge, skills and understanding taught encompass four areas:

- Controlling sounds through singing and playing – performing skills
- Creating and developing musical ideas – composing skills
- Responding and reviewing – appraising skills
- Listening and applying knowledge and understanding

2. Approaches to Teaching and Learning

Please refer to the Teaching and Learning Policy.

3. Resources

Music resources such as musical instruments, songbooks, posters, CDs and activities and ideas to support planning are located in the Resource Room. Each class from Reception to Year 6 has the facility for playing CDs and downloaded music through the class computer. The Early Years classes keep a small selection of musical instruments in their classrooms to enable them to provide opportunities for children to explore freely. Other classes may access resources, which are not part of a class set, from the storage area on the stage.

In Year 4 and Year 5, all children learn a musical instrument through the LA's Band-in-a-Box programme. Y3 pupils learn to play the recorder: taught by the class teacher.

4. Learning Environment

Please refer to the Teaching and Learning Policy.

5. Planning

To be read in conjunction with the Teaching and Learning Policy

Our school uses a published scheme of work, 'Music Express' as the basis for much of our class music curriculum planning. This ensures that the topics children study in music build upon prior learning. The long-term plan maps the music studied in each year group and units are chosen and adapted from within the scheme to ensure cross-curricular links with other subjects. The 'Music Express' resource is supplemented by further activities and resources from other publishers and websites including Hamilton Trust. In addition, we make use of a range of other materials to foster singing and performance skills, including a variety of songbooks, musical shows written for children and books and posters to develop instrumental skills and understanding of the musical elements. Our planning of musical activities aims to ensure a proper balance each year between the different elements of performing, composing, listening and appraising. The children are also given the experience of working as a class, in groups and individually, although many lessons integrate these components. Children also participate in weekly whole-school hymn practice.

6. Assessment

Please refer to the Assessment Policy for further details of assessment in music as one of the foundation subjects and to the Early Years Foundation Stage Policy where it forms part of Expressive Arts & Design.

7. Cross Curricular Opportunities

To be read in conjunction with the Teaching and Learning policy

7.1 Language and Mathematical Development

Music actively promotes the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They may use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. In addition, music contributes to the teaching of mathematics in that children who study the structure of music are observing and generalising patterns and processes.

7.2 Information and Communication Technology (ICT)

Children use computer programs to support and enhance the music curriculum, for example to compose music, to identify sounds made by different instruments and to add soundtracks – of their own composition or via internet downloads - to visual images. They enhance their research skills through the internet and CD ROMs. Children record their own compositions and performances to allow them to analyse and evaluate them and may present their completed work through the use of ICT e.g. through use of the video camera. The computer suite, class computers, classroom interactive touchscreens and the school network enables music to be readily accessed and shared.

7.3 Personal, Social, Health and Citizenship Education (PSHE)

Music contributes significantly to the teaching of PSHE. Through the common goal of making music, children learn to work effectively with other people and build self-confidence and good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. Participation in successful public performances involving music promotes a positive sense of pride in the efforts and achievements of the group.

7.4 Spiritual, Moral, Social and Cultural

Listening to, creating or performing music can be a moving and spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. In assembly, collective worship, liturgies, hymn practice and through class music, children at St. Vincent's have the opportunity to encounter music from many cultures and of importance to both our

shared faith and others' religious traditions. Through their growing knowledge and understanding of the music, the children develop more positive attitudes towards other cultures and societies.

8. Enhancing the Curriculum

8.1 Additional music teaching

The school participates the LA's Band-in-a-Box scheme of instrument tuition for KS2 pupils. Additionally, at St. Vincent's Year 3 learn to play the recorder.

8.2 Religious Music

All year groups, including Reception, attend weekly hymn practice. Communal singing, with the school, parents and members of the parish, takes place every half-term at Mass. The KS2 choir performs at school celebrations, e.g. First Holy Communion. The Year 5 Mini-Vinnies carol sing for community groups and the school. We host annual Christmas performances, where all year groups sing, plus French Day and Grandparents' Afternoon where pupils sing for their audiences.

9. Inclusion

To be read in conjunction with the Teaching and Learning policy.

9.1 Special Educational Needs and Disability

Music provides an excellent opportunity to develop the confidence and self-esteem of children with special educational needs and/or disability. Teachers provide learning opportunities matched to the needs of all children to promote success. Music is not dependent upon academic ability but provides for individual expression and responses, enabling children to succeed at their own level. Teaching support staff may work with individuals if they would otherwise have particular difficulty in accessing this subject alongside their peers. For some children, resources may need to be adapted to enable them to participate, e.g. visual resources may need to be enlarged, instruments carefully selected for ease of handling or special equipment to transmit sound used for the hearing impaired.

9.2 Gifted and Talented

We recognise that some children have special ability in the area of music, which may or may not be linked to ability in other curriculum areas. Our music planning for each unit includes extension activities to provide challenge for these children, and we encourage them to use their gifts and develop their skills within the range of musical activities on offer at St. Vincent's. For example, such children may compose using tuned percussion instruments whilst others use un-tuned instruments, take the role of arranging and conducting a group composition, become members of the choir at a younger age or perform as soloists within musical concerts.

10. Health and Safety and Safeguarding

Please refer to the Teaching and Learning Policy.

11. Roles and Responsibilities

11.1 Subject leaders

In addition to the responsibilities outlined in the Teaching and Learning Policy, the subject leader for Music has responsibility for:

- liaising with visiting music instructors (e.g. Band-in-a-Box)
- organising extra-curricular musical activities.

12. Policy Review

This policy will be reviewed according to the cycle agreed by the governors' Curriculum and Achievement Committee for curriculum policies