



MELLERS PRIMARY SCHOOL

MUSIC POLICY

JANUARY 2017

Aims

At Mellers we want to give children an education of the highest standards; we aim for excellence in all our school activities and encourage all children, whatever their ability, to achieve the best they possibly can. Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children 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 learn from highly skilled teachers.

Objectives

Key stage 1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Progression and Continuity

At Mellers we use the national curriculum for music as the basis for curriculum planning which means that the children are increasingly challenged as they move through the school.

In the Foundation Stage we teach music as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

In the Foundation Stage and Key Stage 1, music is mainly taught through singing. In Key Stage 2 music is taught through whole class instrumental lessons (In Harmony) delivered by visiting specialists. Children in Key Stage 2 are also given the opportunity to take music exams.

Long and Medium term plans are regularly monitored to ensure progression and continuity.

In Harmony

In Key Stage 2 children participate in In Harmony sessions which are delivered by visiting musicians. All children in Years 4, 5 and 6 have the opportunity to learn either the trumpet or trombone and have two 1 hour lessons in their year group each week. They also participate in a whole school orchestra session once a week for 1 hour. Year 3 pupils also have an In Harmony session but do not learn an instrument; they are taught the fundamentals of music through singing and drumming.

Singing at Mellers

Mellers is a singing school and we are dedicated to providing opportunities for each pupil to listen to and sing songs from around the world. Each week pupils will have access to the following:

- Music of the week in assembly time
- A weekly singing session in the Foundation Stage
- A weekly singing assembly in Key Stage 1
- A class singing session in Key Stage 1
- A singing assembly in Key Stage 2
- Singing during In Harmony lessons

We aim to foster a love of singing and performing and plan regular performances both in school and in the wider community.

Extra Curricular Activities

At Mellers there are a number of music clubs the children can be involved in:

- Choir for Key Stages 1 and 2
- Area Band for instrumentalists
- Robin Hood Youth Orchestra (this takes place at College Street)

These ensembles perform regularly in school and at venues in Nottingham.

Differentiation

Consideration is given to the diversity of ages and ability within a class. A range of activities and tasks are provided to ensure the fullest involvement of the whole class; the less able are encouraged and the more able fully challenged. In order to match the work contained within the curriculum to children's previous experiences and ability differentiation is evident in S.T.P. by:

TASK: different numbers of tasks can be set, relating to one objective or one task provided with support and materials available to challenge, extend or support learning.

OUTCOME: open ended activities or investigations are provided to allow children to show their ability and understanding by the results achieved.

ORGANISATION: children may work in mixed or similar ability groups/pairs to support and extend learning.

ADULT SUPPORT: children are given a different level of support from the teacher, L.S.A. or other adults in the classroom.

Equal Opportunities

At Mellers Primary we believe that every individual within the school has the opportunity to achieve their full potential, has the same chance and equal access to all areas of the curriculum.

Staff make every effort to use stimuli that reflect the cultural diversity of our school and to draw on pupils' own experiences. We aim to create a "rich enquiring environment". Boys and girls achievement is planned for equally and support is provided for pupils for whom English is an additional language. The Mellers Equal Opportunities and Race Equality policies are followed at all times.

Resources

All musical instruments are treated with the utmost respect and care. Every child in Year 4, 5 and 6 has their own individual instrument and these are not shared amongst pupils. These are stored outside their classrooms and any spares are kept in the music cupboard. If a child uses a spare instrument from the store room then the mouth piece is cleaned before use in order to adhere to health and safety regulations. There are also a selection of music books and tuned and untuned percussion instruments (including a set of large African drums) which are kept in the music cupboard. It is the responsibility of all school adults to maintain the upkeep and storage of resources.

Cross curricular links

At Mellers, we aim to teach music in a cross-curricular way to provide a meaningful and enjoyable experience for the children. For example, French is often taught through the singing of French songs, dance is incorporated into musical performances and iPads are used to create stories accompanied by music that the children have created.

Assessment

There is no statutory requirement for the assessment of music. Through discussions with pupils, group activities, marking, observing and asking and answering questions teachers are continually finding out about their pupils' achievements. Children will also self and peer assess. The visiting In Harmony staff assess each child in Key Stage 2 in order to track their progress. The children in Key Stage 2 are also given the opportunity to take Music Medal and Grade exams.

Role of the working party

In order to support the implementation of the Foundation Subjects policy and have a positive effect on the teaching and learning at Mellers, the co-ordination parties will:

- Allocate roles and tasks within each working party.
- Meet as a working party on a regular basis to ensure each subject is developed and all colleagues have an insight / understanding with this work.
- Review and revise policy, on a yearly cycle.
- Monitor subject plans, using non class based monitoring, to ensure progression, standards and range are maintained.
- Monitor teaching, following school policy, to support the teaching and learning of Foundation Subjects.
- Provide support and advice for colleagues on issues regarding children's subject development.
- Manage budget allocation to maintain resources for each subject.
- Audit resources for Foundation subjects.

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Review Date: