



MUSIC POLICY

Music Policy
for St Mary's C.E. School

Approved by Curriculum and Standards Committee:
Date of next review:

Autumn 2016
Autumn 2019

Music Policy

Aims

Through the teaching of music in a range of forms at St Mary's, we aim to instill a sense of enjoyment in the performing, composing, listening and appraising of a variety of musical styles and genres. The children will learn to understand music in its cultural and historical context. The skills instilled in the children through practical music making contribute to their ability to lead and work as a team, and act to foster self confidence and discipline.

Content and Scheme of Work

The National Curriculum document details the statutory requirements for Key Stages 1 and 2 and St Mary's currently uses 'Charanga', an online resource, to achieve these. There are three areas specified in the National Curriculum in which the pupils make progress across the two key stages:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great musicians and composers.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The Foundation Stage also uses the Music Express scheme which is linked to the Early Learning goals.

Generally, across the school, music is taught in the classroom for around 30-40 minutes per week. In both Key Stage 1 and 2, a 'Singing assembly' takes place once a week for 15-20 minutes during which children sing familiar songs and hymns and are taught new ones. The children also regularly sing during collective worship. Children who are competent instrumentalists are encouraged to play as children enter and leave the hall during collective worship.

The Richmond Music Trust leads whole class brass lessons in KS2. This usually occurs in Year 4.

During key points in the academic year (Harvest, Christmas, Easter, end of year) the amount of singing the children are involved in increases in preparation for church or school events. These events are attended by parents and other adults associated with the school.

Equal Opportunities



Music is part of the broad and balanced curriculum and contributes to the development of

the whole child. Every child at St Mary's has access to a music curriculum, regardless of age, gender, sex, ability or religion.

Differentiation in music takes place in a variety of ways and it is the class teacher's responsibility to ensure children are supported and challenged appropriately. For example, children who are able to play instruments are encouraged to use them within class music lessons and to read from musical notation.

Role of the subject leader

It is the role of the subject leader to:

- support staff in planning and delivering the scheme of work to ensure good practice in the teaching and learning of music across the school
- Be responsible for the ordering and maintaining of resources
- Keep up to date on recent developments in music education on a local and national level
- Keep an overview of progress and assessment across the school

Extra-curricular opportunities

In KS2, Richmond Music Trust currently offers small group tuition in guitar, keyboard, piano, violin, clarinet, flute, saxophone and a range of brass instruments. Annually, the children who take part in these lessons are invited to perform in an evening concert.

The music specialist or other of members of staff offer additional extra-curricular groups where possible, which include a range of choirs. This gives the children the opportunity to rehearse and perform with their peers. These groups often perform in the local community. Annually the Junior site choir takes part in the Richmond Singing Festival, which gives them the opportunity to perform in a concert venue in the local area.

We aim to take the children to the Royal Albert Hall as often as possible to experience live music in a world renowned concert hall.

Currently on the Middle Site there is a recorder club run by an outside organisation called 'Music Time for Recorders'. This is available for children in both Year 2 and Year 3 and takes place at lunchtime.

On the Infant Site there is a club run by the Richmond Music Trust called 'Music Makers'.

ICT

The Charanga scheme is all online. It contains a wealth of resources available for teachers to use to support their teaching. Charanga offers a variety of activities and games for the children to take part in, all available through the website. Each classroom can also access the 2Simple Music Toolkit program which gives the children opportunities to compose music using synthesised sounds.

Performances can be recorded by digital camera. This tool provides the opportunity for both peer and self assessment, and supports teacher assessment.

E -Safety

Before every lesson in which the children have access to a computer, the teachers will remind children about how to use the internet safely and refer to the poster on display if using the computers in the ICT suite. Teachers monitor and report e-safety incidents in line with the AUP (Acceptable Use Policy).

Cross-curricular opportunities

Teachers are encouraged to use music in other areas of the curriculum - some examples are listed below:

- Maths - counting, repeating, sequencing patterns, shape forms, phrases, numbers, games, songs, rhymes
- Literacy and language - increase vocabulary, awareness of other language, listening, speaking, dance, drama, use of music to write poetry and stories
- Science - Sound experiments, vibration, materials (wood/skin/metal etc) songs to teach key concepts and facts
- Design & Technology - making musical instruments (with the emphasis being on the process, rather than the finished product)
- Geography - songs and music from and about other countries and cultures
- History - music by famous composers and performers past and present eg. music from Tudor, Victorian and World War II periods
- Art - creating music from an art stimulus (eg. sound pictures), creating art from a music stimulus
- PE - dance and movement
- ICT - computer programmes, use of a digital tape recorder
- RE - cultural (including respect for other cultures, awareness and understanding of other cultures), spiritual (beliefs, awareness, perception of the world), moral (respect for others - their world, abilities, opinions and efforts) and physical development
- PSHCE - development of team building, social skills

Resources

The Infant site has a piano situated in the main hall and a range of percussion instruments suited to KS1.. All classrooms have a CD player (or a disc drive on their computer) and there is a central supply of CDs. There is also lots of music available through the General Drive, available on all computers, in the Music folder. Teachers can also use the London Grid For Learning to access a variety of music for different topics, occasions and genres.

The Middle site has an electric piano in the main hall and two trolleys containing a range of tuned and untuned percussion instruments which can be moved to any area of the building as appropriate.

The Junior site has a designated music room, which stores the electric piano, keyboards and a range of tuned and untuned percussion instruments, including a set of African Drums. It also contains CDs and sheet music and brass instruments used by the Richmond Music Trust teachers during whole class brass sessions. All classrooms have a CD player or a disc drive in their computer. In the Junior hall there is a piano.

Assessment

Teacher and self-assessment will be conducted at the end of each unit of work. This is ongoing throughout the school year and feeds into the end of year and end of key stage reports.

Assessments are based on the National Curriculum descriptors for what pupils should know and understand by the end of KS1 and by the end of KS2.

Assessment is reported to parents annually in the form of a written report, a copy of which will be retained by the school for the pupils' files.

Equalities Statement

St Mary's CE School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Mary's school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.