



PARK GROVE SCHOOL



Music Policy

INTRODUCTION

Music and the ability to make music and sound are a fundamental human instinct that everyone has, including those with the most profound special needs in our society. It is therefore an essential element in children's learning.

AIM

Children should be enabled to develop an understanding of music, to learn to enjoy the music of others, and to develop their own musical skills. Following a scheme of work, each child will have the opportunity to engage in listening, composing and performing activities in a broadly balanced curriculum through singing alone, in groups and using tuned and untuned instruments.

OBJECTIVES

- Encourage the natural abilities that every child possesses.
- Promote enjoyment in all music activities.
- Help children communicate confidently through music.
- Teach children to appreciate sound and music from the past, present and from other cultures.
- Provide opportunities to engage in listening, improvising, composing and performing music.
- Increase language skills and the ability to express opinions in relation to the child's own work and the work of others.
- Include an Enrichment Day for a whole school project or Key Stages where appropriate.
- Teach children in a cross curricular way through other subjects and, where appropriate, through whole school and class assemblies.

GENERAL CONTEXT

We teach children to:

- Record responses to direct experience, memory and imagination.
- Perform music accurately and expressively with attention to tone quality, intonation, and with control of dynamics and rhythm in practical work on a variety of levels.
- Develop understanding and knowledge of a range of musicians.
- Respond to and evaluate their music.

Curriculum management

- The 'Music Express' scheme of work focuses on a skills based approach to teaching music.
- These skills will be taught through discrete music lessons and topic work where appropriate.
- Differentiation in music is usually by outcome, as children will naturally work at their own level.
- Activities we set will have an open ended element to give scope for this.
- Peripatetic teachers have access and space to teach. Opportunities are given for promoting and demonstrating teachers' work.
- The progress of children through external musical examinations is recorded.

Resources

- The school has a designated music room designed for the storage of instruments and the teaching of small group lessons. Bags and boxes enable class sets of instruments to be easily removed.
- Early Years have a separate basket with a small variety of instruments as does the outdoor classroom.
- Music lessons can take place in classrooms but the school has many areas, both inside and outside, which can be used to teach music and offer different acoustic benefits. For example, the central areas outside classes, the amphitheatre, hall and gym for singing, drumming etc .

Assessment

At the end of each year class teachers will compile a summative assessment against the New Curriculum 2014.

Multicultural links

Music is an excellent way of raising awareness of the musical heritage of different cultures. Through our teaching we will study a variety of music and draw on the individual and their family experience.

Equal opportunities

All children should be challenged by the music curriculum and should be encouraged to aspire to their own highest level of achievement. The music provision in school is available to all pupils, regardless of gender, ability or cultural background. Children with disabilities or special educational needs should have equal access to the school's music provision. A differentiated curriculum is provided to support the development of children with a range of abilities.

MONITORING & EVALUATION

Implementation of this policy will be monitored by the Music subject leader through planning scrutinies, lesson observations and discussions with children.

REVISED BY: V Hearson

DATE: July 2016

NEXT REVIEW: July 2018

