



MUSIC POLICY

Issue No 2

Date 24.06.14

Purpose

A definition of Music is sounds organised into patterns and it is a practical subject. We will use music in school to enhance children's intellectual, emotional, physical, cultural and aesthetic development, thus equipping them for everyday life. Through Music, we will foster the social skills of respect and appreciation of each other's work; mutual co-operation; interaction with each other, awareness of audience, and the ability to derive and give pleasure and enjoyment through Music.

Aims

Scott Lower School aspires to deliver a broadly balanced curriculum, following the National Curriculum Programme of Studies for Music, whereby each child will have opportunity to engage in composing, performing and listening and appraising activities.

Teaching and Learning

National Curriculum Programmes of Study form the basis of music work in the school. In Key Stage 1 and 2 the planning is organised through the teaching from the Music Express publication. This scheme is based on the development of understanding of the musical elements and skill progression. The Music Express scheme provides medium term plans and lesson support for non specialist teachers. Music is taught as a discrete part of the curriculum but whenever possible the most of curriculum links should be made. A range of Information Technology, including audio recording, video recording, and music software will be used to research, record, edit and present music. In most classes music is taught by the class teacher. Once a week all children from Years 1 to 4 participate in singing practice with the music coordinator with the aim of extending the children's song repertoire and providing them with an enriching experience of mass singing. This will have some cross-curricular links with Religious Education as some of the songs will be of a religious nature. The music curriculum is enhanced by peripatetic music teachers and is open to all children. Recorder clubs and choir run as extracurricular activities.

The Music Express scheme of work encourages the use of a range of teaching styles. Units usually begin with whole class development of skills leading towards a composition or performance at the end of the unit. Differentiation is often by outcome, particularly at Key Stage 1, but as individuals develop instrumental skills it is often appropriate to incorporate these into lessons. Children work in small groups and as a whole class and the teacher will decide the most suitable way to group the children.

Music resources are stored centrally in the Music cupboard. Every year instruments are updated and where possible repaired and short term budget planning assists with this.

Assessment, Recording and Reporting

Children's progress in individual lessons is measured against the learning intention and is recorded on the medium term evaluation format, noting children who have exceeded expectations or underachieved. Assessments are based on the expectations of the new National Curriculum (2014). At the end of every year music will be reported on in individual reports and at this time teachers should refer to their assessments to provide an effective report. Children who receive individual tuition also receive a report from their instrumental teacher.

Management Support

The role of the music Leader is to ensure that appropriate schemes of work and resources are in place to cover the legal requirements of the National Curriculum (2014). The Leader is to support other teachers through discussion, team teaching or observations where necessary and should also be aware of current trends and developments in the teaching of music. Other specialist support may be provided by peripatetic and Advanced skills teachers if a specific type of assistance is required.

Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination

Scott Lower School is committed to having due regard to the following

The Equality act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.