



Threemilestone School Policy for Music 2017

Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children. We expect all our team members to share this commitment.

What is Music?

"An art form consisting of sequences of sounds in time, especially tones of definite pitch, organised melodically, harmonically and rhythmically" (Collins)

Aims

That all children will build upon their natural responses to music to

- have fun and feel confident in participating;
- develop vocal and instrumental skills;
- learn to listen critically and in an analytical way;
- develop an awareness of patterns of sound and silence;
- feel able to express ideas and feelings through musical creation;
- develop an appropriate vocabulary to help them understand and discuss their own work and that of others;
- appreciate and evaluate the work of a range of composers and musicians from their own and other cultures and times

Planning of Music

Teachers plan and teach their own music within their year group planning teams, fitting in with the topic as far as possible, and covering a range of musical skills, as well as listening, performing, composing and evaluating. We started including written notation of music in

the academic year 2014-2015, in line with the new curriculum. We are still participating in the Wider Opportunities scheme in year 3 (brass tuition), paid for by a small donation from parents. Peripatetic music teachers visit the school weekly to offer instrumental tuition in Brass, Violin, Woodwind, Guitar and Singing, to pupils whose parents request it. Extra curricular activities are offered by the staff in the form of a school orchestra, two choirs (Key Stage 1 and Key Stage 2), and recorder groups, which meet for specified times during lunch hours or after school from Monday to Friday. There is also a school rock band, which children can join for one term - this is run privately and so is paid for by parents.

Singup

As a school, we have gained the Platinum Singup Award, which recognises the amount and variety of singing opportunities in the school. All staff encourage singing in the playground, in all subjects and lessons, and as a whole school on a regular basis. Children are also given many opportunities to sing in the wider community.

Classroom Organisation and Resources

Class music lessons are generally taken within the classroom setting. The tuned percussion instruments and keyboards are stored in the music resource cupboard, and are easily available, to allow teachers to set up their classrooms prior to the lesson. The majority of the percussion instruments are kept on the Music Trolley, which is also kept in the music resource cupboard and is easily transportable around the school. Class teachers reorganise the furniture in their classrooms when the lesson requires more space.

See Appendix for Resource List

Assessment

Formative assessment is mainly carried out informally by teachers in the course of their teaching, and is used for report writing only, and to be able to stretch the more able children. Suitable tasks for assessment include:

- small group discussions in the context of a practical task
- self-appraisal, especially after recording their own work.

Reporting to parents is done annually through a written report. Parents of children having instrumental tuition from the music service receive an annual written report from their music teacher.

Equal Opportunities

Both boys and girls are actively encouraged to participate in all musical activities, and children of all abilities are encouraged to take part in lessons and extra-curricular

activities. All children involved in extra-curricular music activities are encouraged to perform to an audience as often as possible.

Role of Co-ordinator

The co-ordinator ensures that music planning is of a high standard throughout the school. INSET is held approximately every two years to encourage staff to develop their own musical knowledge and teaching, as well as to give ideas for incorporating music into the curriculum. Some time is made available to the co-ordinator for monitoring purposes. The co-ordinator also orders new instruments and other resources; coordinates (and runs most of) the extra-curricular music clubs; organises musical events within the school and with visiting artists, and coordinates and resources the planning throughout the school.

Spiritual, Moral, Social and Cultural Aspects

Children listen to and perform a wide variety of music from different periods and places during assembly times, which promotes time for reflection and appreciation of other styles and cultures; emotional responses are encouraged by the use of music for art. Concerts throughout the year give children the opportunity to perform, and to share and enjoy music making at both Key Stages. We encourage live music from our pupils in our whole school celebration assembly, performed by individual musicians (instrumentalists) or groups. We also encourage and welcome visiting artists, and performances from the local secondary schools. Several pupils take part successfully as part of the choir or orchestra, or individually.

Music and ICT

Several different ICT programmes are available in school: Words and Pictures for Years 4-6; Compose World Junior for Years 3 and 4; and Groovy Music Shapes for Key Stage 1. These programmes are used to enhance music teaching in the classroom. We have recently started making more use of online resources to further enhance music tuition.

Success Criteria:

Platinum Singup Award achieved.

All teachers are confident in their cross-curricular planning and teaching of music.

Large numbers of children are involved in extra-curricular musical activities.

Children perform to a very high standard in concerts and other musical events.

The school has a good reputation for music in the community.

Action for Development

Incorporate more music more fully into topic-based curriculum
Encourage teachers to use singing as a teaching tool more regularly (staff training).
Further monitoring of teaching and learning of music across Key Stages

_____ Dated _____
Author

_____ Dated _____
Head teacher

_____ Dated _____
Chair of Governing Body

_____ Dated _____
Chair of Teaching and Learning Committee

**Ratified at Full Governing Body Meeting:
Date of next review:**