



Music Policy

Introduction

We strive to ensure that children enjoy music that they create themselves and that they appreciate a variety of styles of music. We recognise that Music is largely a practical activity, and the subject will be approached in this way.

This policy outlines the purpose, nature and management of Music teaching and learning at Hayeswood First School. It was formulated after discussion with the teaching staff; its implementation is the responsibility of all staff.

Aims

In addition to the school aims, in Music we aim:

- To develop **performing skills** through singing and playing instruments with increasing control. To rehearse and perform with others, with an awareness of audience,
- To develop **composing skills** by learning to create musical patterns using symbols and graphic notation for recording compositions.
- To develop **listening and appraising skills** by exploring and expressing ideas and feelings in response to a piece of music using movement, dance and language. With the **appropriate use of ICT** the children will record, listen to, and evaluate their own performances and then make improvements.
- To develop a growing **knowledge and understanding** of 8 musical elements: pitch, duration, tempo, dynamics, texture, timbre, form and silence.
- To sing in a whole school and class situation, to include: hymns; rhymes; action songs and popular songs.
- To develop an awareness of musical traditions within a variety of cultures and societies.

Approach

We, at Hayeswood, seek to place Music into meaningful contexts so that learning in Music is purposeful and motivating. Wherever possible, Music is linked to other subjects and this is clearly identified on medium term plans.

Music is usually taught discretely on a weekly basis. However, at times it may be suitable to 'block' music teaching. When preparing for performances allocated music time is given over to this.

At appropriate times throughout the year the children benefit from a range of visiting speakers and activities to support their learning in Music.

Content

Objectives for Music are taken from the statutory guidelines for Music in the National Curriculum. This is supported through the use of some Music Express activities and some LCP activities which are identified on a long term curriculum map.

The skills needed for Music are taught in an ongoing way through the following contexts

- Weekly Music lessons – mainly practical, incorporating: listening and appraising activities; composing and performing
- Weekly Singing Practice – whole school
- Extra-curricular activities (singing clubs, recorder club, samba lessons for KS2 children and peripatetic teachers come in to teach a range of musical instruments)

Resources

We have a range of Music resources, instruments are stored in the Foxes classroom and books and CDs are stored in the Badger Base quiet room. These are maintained by the Music co-ordinator. The Music co-ordinator is responsible for ensuring that teachers have the resources they need to teach music.

Health and Safety

Children are taught how to use all types of equipment with due regard for their own and others' health and safety. Teachers will ensure that all activities are closely supervised and that the children are made aware of the dangers.

Assessment

Teacher assessments will be completed at the end of each term.

SEN and Equal Opportunities

All children irrespective of gender, race, religion, disability or SEN have equal access to our Music curriculum. Activities can be differentiated to meet children's individual needs.

We encourage and offer opportunities to those children identified as more able through individual programmes provided by Dorset Music Services.

The role of the Subject Co-ordinator

The subject co-ordinator for Music:

- Oversees the planning and assessment of Music in the school
- Is responsible for co-ordinating the writing of a policy in conjunction with other teachers
- Reviews planning and activities so that modifications can be made
- Monitors the implementation of the Schemes of Work and standards in this subject
- Maintains an action plan and liaises with the Head teacher with regard to the School Development Plan
- Runs regular singing assemblies
- Advises colleagues on resources to aid planning and is responsible for monitoring resources and making purchases as necessary.

The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment.

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Reviewed:	February 2018
Approved by Governors:	
Next Review:	February 2020