

# William Gilpin CE VA Primary School

## Music Policy

### 1 Aims and Objectives

- 1.1** At William Gilpin CE VA School we aim to develop children's musical understanding, appreciation, skills and enjoyment through performing, composing, listening and appraising, enabling them to express themselves creatively.
- 1.2** The aims of the music curriculum are:
- To encourage children to express ideas, both abstract and concrete, through activities including composition.
  - To encourage children to work co-operatively in pairs and groups.
  - To use ICT, where appropriate, to enhance and support composition work.
  - To encourage children to listen to and enjoy a wide range of musical styles, including music from a variety of historical eras, countries and cultures.
  - To offer opportunities for children to listen to live musical performances.
  - To provide opportunities for children to perform to a range of audiences – class, school, parents and the wider community.
  - To provide opportunities for children to respond creatively to a variety of stimuli.
  - To develop closer links with the community through musical performances.
  - To provide, where possible, extra-curricular musical activities.
  - To provide the opportunity for peripatetic music tuition.
  - To provide continuity and progression in musical skills and opportunities across the primary age range.
  - To encourage the development of self confidence and self motivation when studying and performing music.
  - To foster the enjoyment of music through our own attitudes and teaching methods.
  - To ensure that all children, including those with disability, have equal access, where possible, to equipment and opportunities.

### 2 Teaching and Learning

- 2.1** The music curriculum is taught by the class teacher on a regular basis. In addition to the teaching of skills and musical elements, the children will have the opportunity to apply these through topic related work. This work will take a variety of forms and may be whole class music making, group composition or improvisation. Where possible there will be an opportunity for performing. This may be to the class, school or to parents. At stages throughout the primary phase opportunities will be taken to link music with ICT. This may be through recording or manipulating sounds.
- 2.2** Every thing reasonable will be done to ensure that children with disabilities and SEN have as full an access to the music curriculum as possible.
- 2.3** Years 3 and 4 benefit from the Hampshire led programme 'Listen to Me' in which the class is taught the basics of a range of musical instruments and musical theory through visiting teachers.
- 2.4** Where there is sufficient demand, peripatetic lessons are made available for instruments. These are usually on a group basis. Parents are consulted regularly to gauge the level of interest in these lessons. The cost of these lessons is borne by parents but where necessary funding is sought to support those who need it, to ensure equality of access.

As this resource purchased from Hampshire Music Service a year in advance, we require a year's commitment from children wishing to take up this opportunity. Where a waiting list is in operation, it may be possible for a child to cease lessons sooner than this.

### **3 Curriculum Planning**

Music across the school is planned as part of our thematic curriculum. Our music curriculum map ensures that all the requirements of the National Curriculum for music are met across each Key Stage and provides opportunities for creatively exploring music and applying musical skills. A skills map will be developed to ensure that there is progression in the teaching of skills, knowledge and understanding across each year group.

### **4 Foundation Stage**

In the Reception Class, music is an integral part of the Early Years Curriculum. As the reception class is part of the Foundation Stage of the National curriculum, we relate the music aspects of the children's work to the objectives set in the stepping stones of the Early Learning Goals which underpin the curriculum planning for children aged three to five.

### **5 Assessment and Recording**

- 5.1** We assess children's work in music by making informal judgments from observations during lessons. These observations enable individual teachers to tailor their teaching to the children's requirements. On completion of a unit of work, we may make a summary judgment about the work of each pupil against an identified objective in relation to the national curriculum levels of attainment. This is used as a basis for assessing and reporting the progress of each child and for passing information on to the next teacher at the end of the year.

### **6 Monitoring and Review**

- 6.1** The Music subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Music.

**This policy will be reviewed in the Spring Term 2016 or in the light of new legislation.**

**Signed:**

**Date:** March 2011