

MUSIC POLICY 2018-2019

This policy is consistent with the whole school aims and takes account of the New National Curriculum requirements. Every child is entitled to receive the best education possible and achieve the highest standards, regardless of ability, disability, gender, social or ethnic background. To pursue high academic standards through the provision of a broad and balanced curriculum which:

Serves the needs of all children

Motivates children to have high expectations and self-esteem

Stimulates and challenges

Involves practical and first hand experiences

Complies with the legal requirements of the National Curriculum and the Early Years Foundation Stage

Is continuous and progressive

Has built in monitoring, evaluation and review procedures

We aim to support the teaching of music in Early Years Foundation Stage by:

Enabling children to build up a repertoire of songs, making music and dance and experimenting with ways of changing them.

Explore the sounds that different instruments can make.

Joining in with familiar songs and dances.

Creating and copying simple rhythms.

Listening to rhyme in music.

Singing as part of daily routines and expectations.

We aim to support the teaching of music in Key Stage 1 by providing opportunities for children to:

Use their voices expressively by singing songs and speaking chants and rhymes

play tuned and un-tuned instruments with guidance.

Explore elements such as tempo, rhythm and pitch with instruments.

Listen with concentration and understanding to a range of high quality live and recorded music

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Create and perform music in cross-curricular ways; including stories.

We aim to support the teaching of music in Key Stage 2 by providing opportunities for children to:

Sing and play musically with increasing confidence and control. They should develop an understanding of composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory

Use ICT and other media to record and create music

Appreciate and understand a wide range of quality live and recorded music from different traditions and from great composers and musicians

Develop an understanding of the history of music in the music curriculum.

Learn about music and musical traditions from other cultures.

Differentiation

Activities are differentiated through outcome and levels of support provided as well as through the range of different but related tasks, which are given according to levels of ability.

Mastery

Children should be given sufficient opportunities to apply their learning and deepen their knowledge skills and understanding in a variety of contexts.

Assessment & Record Keeping

Informal assessment is on-going with verbal feedback and adult support is an integral part of lessons.

Cross-curricular Links

Wherever possible the music planned for a term links to other subject areas taught at that time.

Use of IT

Children have opportunities to produce their own work, listening to various composers and genres, and can access the internet to research various works.

Resources/Storage

There are a range of basic resources including access to musical instruments stored on the music trolley. We also use the resources and materials from music express publications and 'Sing up' programme. This helps us to teach and plan music in an effective way, resources can also be borrowed from Hepscoth Park. Musicians from NCC music services regularly come into school and hold workshops with children in KS2.

Evaluation

This policy and related scheme of work will be evaluated and reviewed annually.