

# Maple School Music Policy



Updated in the Spring Term 2013 by Timothy Bowen (Music Co-ordinator)  
Date of next review: Spring Term 2017

## Policy Statement

Music is a foundation subject in the National Curriculum, offering every child equal access and opportunity for practical music making. At Maple School, we believe that the enjoyment of music can be carried through to adulthood at any level of participation and as listeners and observers. We believe that music plays an important part in personal development, bringing benefits across the curriculum in children's listening skills, concentration, co-ordination, confidence and co-operative working.

## Aims:

- To enable children to gain a wide experience of music through making music and listening to it;
- To enable children to develop skills, concepts, knowledge and understanding of music within our own culture and in other cultures;
- To develop children's all-round ability in music;
- To stimulate creative ability in all pupils through an active involvement in listening, composing and performing;
- To give children the opportunity to express and communicate ideas and feelings through music.

## Opportunities for children at Maple School to be involved with music:

### 1. In class music lessons

- Class music teaching is taught by class teachers;
- Weekly learning and practising of songs and/or hymns takes place in each Key Stage;
- Class teachers may also teach music as a separate subject, as part of a topic or as input to a production;
- All pupils in Years 3 and 4 receive a weekly 30 minute recorder lesson from a peripatetic teacher, during the Autumn and Spring Terms.
- **Foundation Stage:** Music is a requirement for all children in the Reception year. It will relate, in particular, to the Early Learning Goal, entitled "Creative Development". This area of learning also includes art, dance, role play and imaginative play.

Our school has chosen to follow the QCA Scheme of Work for Primary Music. Over the course of the Reception Year, the children should experience both Composing and Performing, and Listening and Appraising activities.

Some examples of Composing and Performing activities include:- saying finger and nursery rhymes; using percussion instruments to play along with a song or a beat; joining in with songs (both in class and assemblies); choosing different instruments to make a sound sequence; and adding sound effects to a story.

Some examples of Listening and Appraising activities include:- listening to different ways of using voices; listening to sounds and saying where they come from; listening to changes in a piece of music and showing these in actions; and beginning to describe sounds using language and movement.

## **2. In cross curricular lessons**

- In individual class lessons as part of a topic, e.g. as the musical element in a history project on the Tudors;
- As part of a planned block in another subject area e.g. dance.

## **3. In assembly**

- In the start of week assembly when the chosen music is explained to children.

## **4. In clubs and lunchtime**

- The school orchestra meets weekly on a Friday lunchtime
- Junior choir practises in the build-up to Christmas

## **5. In instrumental lessons**

- Currently, children are learning the following instruments in individual or group lessons:
  - Violin
  - 'cello
  - Flute
  - Clarinet
  - Saxophone
  - Guitar
  - Piano

## **6. In larger scale projects**

- Each class produces a class assembly, which may include singing and/or playing to a greater or lesser degree
- Children in Years 4, 5 and 6 have the opportunity as members of a massed choir at the annual "Young Voices" concert at the O2 arena.
- Infants produce an annual Christmas musical production; and pupils in Years 5 and 6 produce an annual end of Summer Term musical production.

## **7. In performances by visiting musicians**

## **Planning**

Planning is undertaken with reference to the NC Programmes of Study and the QCA Scheme of Work.

Planning is in three phases:-

- Long term - yearly
- Medium term - half termly / block
- Short term - weekly

**Long term planning** should take into account of:

- Balance between the component parts of the music curriculum over a year, composing & listening / listening & appraising
- Class plays or presentations which take place annually

**Medium term planning** includes activities to take into account the learning of the following:

- musical skills of composing and performing
- musical skills of listening and appraising
- understanding of musical term and concepts
- receptive attitudes, respecting the music making of other children, countries and cultures;
- cross curricular links.

**Short term planning** includes:

- specific activities
- assessment opportunities

## **Assessment and Monitoring**

- Assessment can most usefully be undertaken while children are playing and composing, taking account of the skills and concepts and relating these to the Programmes of Study.
- Self assessment can also be a valuable source of information on children's understanding.
- Monitoring takes place once or twice a year during planned sessions.

## **Reporting and Record Keeping**

- Reporting to parents on achievements in music takes the form of straightforward general statements referring to attitudes, skills, participation etc.
- A separate report about progress in individual instrumental tuition is written by the teacher concerned.
- Record keeping is maintained by the class teacher in a format used for foundation subjects.

## **Accommodation**

- Music for the whole Key Stages is taught in the hall.
- Class music lessons are taught in the classroom or the hall.
- Orchestra and other clubs take place in the hall or in the small music room.
- Instrumental lessons take place in the Resources Room or in the small music room.

## **Resources**

Classroom instruments and printed resources are housed in the hall. Other instruments are in the Resources Room and the small music room.

## **Equal Opportunities**

In class music lessons, all children have equal access to the curriculum. Opportunities to play individual instruments are supported through the school's policy of a) paying for the cost of recorder lessons for lower Juniors and b) paying for the tuition costs for the weekly orchestra practice. Generally, individual and group tuition is available from year 3. Recorder lessons in lunchtime groups are available to all children in KS2.

## Role of the Co-ordinator

- To liaise with peripatetic teachers in matters of timetabling and allocation of instrumental tuition;
- To assist colleagues and lead staff training sessions, as required;
- To choose music for assemblies;
- To teach hymns / songs in assembly;
- To attend professional meetings and keep abreast of current developments;
- To take an active role in
  - a) The musical aspect of the productions
  - b) Conducting the choir at Christmas and preparing the choir for the annual Young Voices concert.