



Music

The school has progressed to the stage where music is covered in all classes according to the National Curriculum. The school uses, singing sessions, assemblies, concerts and class lessons – with a specialist class teacher, ensuring full coverage of the National Curriculum in both key stages.

Equal Opportunities

The school Governing Body have accepted the LEA policy on Equal Opportunities.

Management and Role of the Co-ordinator

The school has a collegiate approach to all planning. Reciprocal support is provided by the overall curriculum Co-ordinator.

The role of the subject Co-ordinator, however, is to take a lead in assisting and supporting their colleagues in delivering their particular subject area. The specific roles are:-

- to receive and disseminate documentation
- to encourage and support the professional development of all teaching staff
- to support and liaise with the curriculum Co-ordinator in the planning of the school's delivery of music within the National Curriculum - this will include a responsibility for co-ordinating the production of the school's Statement of Policy
- to oversee the coverage and appropriate differentiation of music
- to request the necessary resources for music
- to oversee the agreed recording and assessment of music
- to oversee moderation of standards for music in terms of the Attainment Targets within the National Curriculum, including the creation of agreed portfolios
- to support staff in terms of required knowledge and skills for the teaching of music, including problems and investigations
- to evaluate the success of agreed targets

Purposes of Learning

Music in schools should primarily be concerned with giving all children the opportunity to perform, compose and listen, thus enabling them to best discover something of the nature of music.

The early stages are mainly concerned with listening, memorising and experimenting. By stages, this exploratory approach merges into a more sequential learning process. As one experience builds on another musical skills and concepts are acquired in a logical progression. The children learn at differing rates and so musical education should provide first hand musical experiences to absorb and challenge all children's' enthusiasm.

The school seeks to:-

- develop pupil curiosity, interest and enjoyment in a range of music
- enable the children to be familiar with the body of musical knowledge, skills, principles and vocabulary
- emphasise that music pervades all areas of the curriculum
- enable the children to regard music as a major cultural feature
- enable the children to work as part of a team or independently, showing the qualities of politeness, sharing, perseverance, initiative and self-discipline
- employ teaching methods and resources to allow all the children to have equal access to music and experience success and enjoyment in their music work
- develop an awareness in the children of music past and present, giving an historical perspective
- enable the children to participate in music as a language or form of communication
- allow the children to develop informed opinions and to be able to support them by reasonable arguments

Teacher Planning

The planning of music is undertaken by the specialist music teacher employed by the school. The delivery of the music has to be flexible to accommodate school events and festivals.

Through planning, the school encourages:-

- a sensitive response to sound in general
- the ability to express ideas and feeling symbolically through sound
- skills and concepts while engaged in musical activity
- social skills and awareness through making music together
- an awareness of musical traditions in different cultures and societies
- knowledge of a variety of composers, musicians and instruments
- knowledge of the elements of music and musical vocabulary

Classroom Delivery

Music can be of a cross-curricular nature, linking it with other areas of the curriculum as appropriate. While there are clear links with all other subjects, it must be stated that Music has some specialist aspects and the school seeks to ensure that they are thoroughly taught.

The Programmes of Study for music is based on knowledge, skills and understanding and are divided into five sections:-

AT1 Performing and Composition

1. Controlling sounds through singing and playing - performing skills
2. Creating and developing musical ideas - composition skills
3. Responding and reviewing - appraising skills
4. Listening and applying knowledge and understanding
5. Breadth of study

Music Education is experienced within the framework of the following:-

- class music lessons delivering the details of the National Curriculum and QCA documents
- key stage or whole school activities such as hymn practices, school services, concerts and shows
- teaching of recorders (after school club) guitars, violins, brass, keyboard etc by peripatetic teachers
- choir for particular performances
- musical appreciation

Resources

Examples of instruments in school are:-

Xylophones	Metalaphone
Glockenspiels	Set Chime Bars
Tambours	Drums
Set Bongos	Cymbal on stand
Triangles	Bells
Go-go Bell	Woodblocks
2 -tone Woodblock	Maracas
Guiros	Treble Recorders

Examples of additional sound sources are:-

Wooden - spoons, twigs, boxes, lolly sticks, pencils

Metal - paper clips, cake tins, trays, buckets, springs, bottle tops

Plastic - rulers, combs, plant pots, bowls, buttons, yoghurt pots

Paper - silver foil, tissue, egg cartons, newspapers, sandpaper, corrugated card, cellophane,

Assessment and Recording

Class record sheets are kept by the specialist music teacher, identifying where and when children have made significant contributions to lessons as well as how they have achieved in end of term quizzes. In addition to this recordings are kept of individual, group and class compositions in order to further monitor attainment and progress.

The music specialist writes the music comments for the class that go in the reports to parents at the end of the year.

Any concerns about progress or a child's exceptionality in music are raised with the class teacher.

Special Needs and Differentiation

Children are encouraged to work at their own level according to the National Curriculum. It is not implicit that a low ability in other subjects means a low ability in music. The staff are aware that it may be necessary to consider a child's ability purely in terms of music. Differentiation will often be by expectation rather than by task allowing the children to work at their own level of aptitude and understanding.

The school is aware that differentiation in Music is presented with particular problems in that some children have low melodic and/or rhythmic aptitude whilst on the other hand some children a natural talent which may often be enhanced by private lessons.

Monitoring and Setting Standards

The Co-ordinator, together with the curriculum Co-ordinator, the Head Teacher and the Governors, has responsibility for monitoring standards of music. A time allocation is given as necessary by the head teacher.

In music the following systems are in place for the Co-ordinator to monitor standards.

- visiting classes to gain an overview of the quality of learning from children of differing abilities
- discussing lessons and children's achievements with teachers
- recording children singing and creating music

Evaluation

The school evaluates music by:-

- keeping evidence - recordings, photographs etc. as samples of work and tapes
- staff meetings - formal and informal
- staff consultations at the end of the school year

Safety Advice

From the Risk Assessment, teachers need to check that children understand the dangers of dropping heavy instruments and also the dangers that electricity represents when plugging in keyboards. Children need to be taught the correct safety procedures. Only children in Year 6 should be allowed to insert and take out plugs and only after the necessary training has been given.

EXCEPTIONALITY SHEET FOR MUSIC

NAME	ASPECT	COMMENTS