

The Federated Schools of
Wood Street Infant School
&
Worplesdon Primary School



Music Policy

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| Policy Reviewed | May 2022 |
| Next Review | August 2024 |

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1. Philosophy

At Worplesdon Primary School we believe that every child is a musician. Every child's musical expression is listened to and delighted in. Music is seen as central to our identity as a vibrant, creative and intellectually rigorous school where creativity and confident, skilful expression is understood to be lifelong skills.

2. Aims

We aim to:

- Promote effectiveness and high quality music teaching, learning and understanding across the whole school;
- Promote and inspire excellent music provision in other schools through training days, concerts and observation opportunities;
- Provide a music curriculum that gives equal opportunities and access to all and allows each child to realise his or her full potential;
- Develop academic, social, moral and spiritual understanding and skills through music that will enable each child to cope effectively with the demands of her/his present and future life.

3. Objectives

Our objectives are to:

- Challenge children to develop their musical skills so that they are confident and skilful;
- Inspire a lifelong delight and interest in music, including high art music;
- Plan and structure the learning and teaching in a meaningful and purposeful way so that every child achieves and develops skills and knowledge. To plan for and ensure equality of opportunity;
- Organise an enjoyable and creative learning environment so that children develop the skills necessary for current and future learning;
- Appreciate that learning and teaching music is a whole school commitment and ensure that the role of the music teachers are supported.

4. Learning and Teaching Music

We aim to provide an abundance of experience and activities so that by the time the children leave our school most would be expected to be well on the way to becoming independent, confident musicians who:

- Express themselves through singing and playing;
- Read music with a high level of inner hearing;
- Have a developed curiosity about different genres of music;
- Have a strong sense of themselves and musicians who learn and develop all the time;
- Have an understanding of how music connects us to other people, our values and to ourselves.
- Has a strong understanding of metacognition helps them develop as musicians.

5. Key Principles for Children's Music Learning

As teachers we give the children the opportunity:

- To express themselves as skilfully as possible as musicians;
- To listen to each other's musical expression with respect and delight.
- To overcome obstacles to expression with resilience and positive mindset;
- To be vigorous and intellectual in the development of the children's inner hearing;
- To be courageous in their expression, tolerating mistakes and taking creative risks.

6. Our Learning

Our learning environment is:

- Stimulating, well organised and tidy;
- Happy, comfortable and secure;
- Calm, controlled and disciplined;
- Adequately resourced, with easily accessible, good quality and appropriate materials, instruments and sound equipment;
- Set out so that all children can see and hear to the best of their ability.

7. What Teachers Ensure

Teachers ensure that they:

- Establish a classroom environment which meets the stated needs for effective learning and teaching to take place;
- Are enthusiastic, make learning fun, have high expectations and use interesting stimuli;
- Provide a creative curriculum;
- Teach the programmes of study for the core and foundation subjects of the national curriculum and the foundation stage programme;
- Share with the children the bigger picture i.e. Exactly how what they are doing fits in with the whole programme and how it relates to real life experiences;
- Set clear child friendly learning objectives and success criteria;
- Carefully plan and differentiate work according to the needs of the children within the current class considering the different learning styles, visual, auditory and kinaesthetic;
- Plan for assessment as an integral part of day to day teaching;
- Set individual / group targets that are appropriate and achievable so that the children know how they can progress;
- Provide the children with constructive feedback, related to the learning objectives;
- Regularly record children's attainment according to the requirement of school policies and current legislation;
- Work closely with colleagues so that continuity and progression of learning is achieved, across the curriculum and throughout the school;
- Establish an atmosphere of care and trust within which children can accept constructive criticism with confidence;
- Provide all children with their full entitlement to the curriculum, regardless of their differences, thus ensuring equality of opportunity;
- Endeavour to work closely with parents and carers, to promote their well being and obtain the maximum benefit from the education provided;
- Work to establish attitudes of tolerance, respect, understanding and perseverance;
- Value and celebrate the work of all children and respect each one as an individual;
- Provide the children with good role models.

8. Learning and Teaching Styles

Whole school: Music is experienced as a whole school activity in assemblies and concerts connecting us as a community of learners with shared values.

Whole Class: Music is taught in weekly sessions to whole class using the Kodaly musicianship approach. The lessons are singing based using games and rhymes to teach the elements of music.

Groups: Children experience group/ensemble music making in strings groups, flute choirs, three singing choirs, recorder groups and orchestra. Informal groups of children get together to sing duets/trios as and when they want.

Individual: Children have the opportunity to have individual lessons in their chosen instrument through visiting peripatetic staff.

9. Equal Opportunities

All children are provided with their full entitlement to the curriculum regardless of their differences.

10. Special Needs

Progress of pupils with special needs is regularly monitored and assessed. The needs of children at School Action are catered for within the school and with the advice and support from the SENCO. Children who are at School Action Plus and above have Individual Education Plans and also have help from outside agencies. All children causing concern are helped by extra support in the classroom given by the teacher or teaching assistant. The needs of the very able children are also catered for.

11. The role of the coordinator

To take the lead in policy development, to monitor progress and keep abreast of current developments through reading and attending relevant courses.

To support and give feedback to Peripatetic music teachers.

To organise and coordinate informal concerts and performances

To update and monitor music resources and ICT in the school

To organise and support concerts in collaboration with other schools

To model/teach SCITT students how to teach music

12. Assessment

Assessment of the curriculum is implemented according to the Assessment policy.

13. Resources

Music resources are regularly upgraded and replaced to ensure children have the best equipment for the subject.

14. Evaluation

This will be done biennially against criteria agreed by the whole staff (see appendix for further detail). We will take account of new knowledge or other changes affecting the school.

15. Performance Management Tracker Sheet – agreed criteria for evaluating implementation of T & L Policy

| Name of Teacher | Formal Observatio n Grade & Date | Walk About / Drop In Grade & Date | Termly Data & Date | Performance s and date | Peri observation s | Performance Managemen t & Date | INSET for other teachers | Next Steps | Overall Grade |
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Music Policy

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