

MUSIC POLICY

MISSION STATEMENT

*As one family working together
to be the best that we can be,
we live, love and learn with Jesus.*

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to being to make judgements about the quality of music.

AIMS

The aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.
- develop children's physical and oral skills through a progression of practical activities.

OBJECTIVES

- Each pupil at St Augustine's will receive no less than one whole session of taught music per week. The music lesson will be allocated a place in the timetable.
- Through the music-making in the classroom e.g. singing, playing, exploring music and sound from a variety of sources and cultures, the children will reflect on and discuss their work and that of their peers and others.
- Our aims will also be addressed as part of our collective worship, during singing practice and during music clubs.

TEACHING AND LEARNING STYLES

At St Augustine's School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

It is acknowledged that children learn differently, therefore a range of teaching and learning styles is used to meet the differing needs of each child. Activities are completed individually, in pairs or in groups. Children are encouraged to lead lessons, and activities may be practical, oral or written.

In line with other curriculum subjects, the learning objective for each lesson is shared with the children.

CURRICULUM PLANNING

Curriculum planning in music is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The whole school framework of objectives provides the focus for each half term. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans give details of each unit of work for each term. The music co-ordinator is responsible for keeping and reviewing these plans.

The class teacher writes the weekly lesson plans, which list the specific learning objectives of each lesson.

The medium and short term plans are stored centrally and monitored regularly by the music co-ordinator and the Head Teacher.

After consultation, any issues arising from the monitoring are included in future staff meetings designated to music planning.

Planning is regularly reviewed to ensure that progress is linked to priorities in the School Improvement Plan.

CROSS-CURRICULAR CONTRIBUTION

English

Music contributes to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme.

Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. The rhythm and structure of music is mathematically based.

Information and Communication Technology (ICT)

ICT is used in music as a vehicle for learning. Children use ICT in music to enhance their research skills through the Internet and CD ROMs. Pupils learn how to use a tape recorder and are accustomed to their work being recorded on tape, video or by photograph.

Personal, social and health education (PSHE) and citizenship

Through the common goal of making music, children learn to work effectively with other people and build good relationships. Participation in public musical performances plays a vital role in building self-confidence, and can be one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development

Children encounter and use music regularly as a form of prayer and worship. Children have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

FOUNDATION STAGE

Music is taught in Reception as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

ENGLISH AS AN ADDITIONAL LANGUAGE

At St Augustine's we encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

When delivering the Music curriculum we ensure we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and our equal opportunities policy.

The music curriculum can create different language demands which we identify and address.
(see EAL Policy)

SPECIAL EDUCATIONAL NEEDS

Music is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education for all children. Teachers provide learning opportunities matched to the need of children with learning difficulties, and our work in music takes into account the targets set for individual children in Individual Education Plans (IEPs). Class-based support and Integration Assistants help to cater for individual and group needs.

Wherever possible, music lessons are differentiated to meet the needs of the high, middle and low achievers within each class.

EQUAL OPPORTUNITIES

At St Augustine's we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in music. We aim to take into account cultural and religious background, gender and special educational needs both in our teaching methods and attitudes and in the published materials we use with our pupils. All children have access to the whole curriculum regardless of ability.

Children listen to music from a variety of cultures, performed by a variety of people.

ASSESSMENTS

Teachers continually assess children's work against the learning objectives in music, using formative assessment techniques, as they observe them during lessons.

'Assessment Techniques'

At the end of a unit of work, the teacher makes a summative judgement about the work of each pupil in relation to the National Curriculum level of attainment.

Pass information on to the next teacher at the end of the year.

RESOURCES

A wide range of resources is provided to develop skills using both tuned and non-tuned instruments. The range covers a variety of cultures. Additional resources are imported at particular times via Birmingham Music service personnel.

MONITORING/REVIEW/EVALUATION

Assessments are completed by class teachers in line with the requirements of the MER Policy. These are given to the music co-ordinator. These reflect on identified learning objectives. As a result of assessing, group and individual targets can be set that are regularly reviewed.

Classroom observations and book trails are carried out by the music co-ordinator, following which the co-ordinator provides feedback to staff.

Assistance with delivery is given by the music co-ordinator as and when requested by the class teacher.

MONITORING AND EVALUATION

This policy will be reviewed annually by staff and governors or earlier if local or national directives are received.