



William Penn Music Policy

The Importance of Music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school, the community and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Aims

Our main aim is to develop in each child an enthusiasm for, and an enjoyment in taking part in, musical activities. Music is an important part of everyday life and children will develop their knowledge, skills and understanding through active involvement, listening, appraising, composing and performing. The involvement in music, through class lessons, singing sessions, through the creative curriculum, the use of ICT in music, extra-curricular activities and performances can be very rewarding for all involved. Music is accessible for all children whatever their ability.

The study of music will aim to: -

- develop an enthusiasm for singing; singing with increasing confidence, skill and expression. It will raise the children's awareness of how each individual voice contributes to the overall effect in a performance.
- develop sensitive, analytical and creative responses to a variety of musical styles from different times and cultures
- enhance the capacity to express ideas, thoughts and feelings about music / through music
- provide opportunities to further children's understanding of how to read, write and interpret standard musical notation.
- develop deeper understanding of the main elements of music – pitch, dynamics, duration, tempo, timbre, texture and the use of the above within 'structure'.
- ensure a growth in confidence in the composition and performance of each child's work.
- recognise ways in which ICT skills may be incorporated into, and developed by musical challenges in order to enhance the musical experiences of all children.
- further children's knowledge and understanding by making links with other curriculum subjects. Cross-curricular links are established with many subjects (as appropriate).

The Role of the Subject Leader

The subject leader is responsible for:

- all planning, monitoring and improvements made to the scheme of work.
- for continuity and progression in this subject.
- the positive delivery of the scheme of work to the children.

- maintaining the general enthusiasm and high standards expected in class lessons in this subject.
- constantly promoting and encouraging children to value and enjoy their ability/achievements in music
- communicating with visiting peripatetic teachers, sorting problems, timetabling and grouping peripatetic lessons, the upkeep of school instruments, the hire of these and dealing with parental queries.
- the organisation/ support of colleagues regarding extra-curricular musical clubs.
- the organisation of the musical aspects of performances to parents.

Organisation of Music Lessons

Music lessons are taught in the Hall.

A music specialist teaches all the classes (Years R, 1, 2, 3, 4, 5 and 6).

Music lessons are timetabled so that each class can have access to the instruments and music resources available. Lessons are taught on a weekly basis to ensure progression and continuity in the children's learning.

Music is taught to each class with the children working in a variety of ways – individually, in pairs, as a whole class, in groups of mixed ability and in ability groups. Activities are differentiated where appropriate to cater for all needs.

Inclusion

Every child has the opportunity to take part in music lessons and performances, regardless of their sex, race or ability.

Very able/gifted pupils are challenged by tasks with extension work in higher ability tasks. Their talents are encouraged and developed.

SEN pupils' needs are met by working on tasks with the same learning objective, but their activities and levels of skill required are less demanding.

The needs of children with particular individual problems are catered for as required. Sometimes a change in physical resources is required (e.g. enlarged staved music lines to help with sight/fine motor control problems). On other occasions children may be able to work with the help of a Teaching Assistant.

Assessment

Children are assessed through both formative and summative assessment.

The music teacher will make formative assessments during a process. This kind of assessment may be of an individual, pair, group or even whole class.

Summative assessments are made at the end of a unit of work, or of a child's development over a certain period of time. Some assessments will be through practical demonstrations of progress made, others through written assessments at certain stages of work.

The music teacher keeps a close record of each class and records where appropriate the stage of a group working on a task/ the progress made by individuals/ instruments being learnt by individual children etc.

Peripatetic Lessons

Children are given the opportunity to learn how to play a variety of instruments using the Local Authority Music Service. The viability of these lessons depends on the number of children wishing to play the same instrument and rooms available. Instrumental lessons are usually taught in school time by visiting peripatetic teachers.

Music Clubs

These are offered during the lunchtimes in connection with forthcoming musical events.

Whole School Singing Sessions

These take place once a week and are taken by the specialist music teacher. Songs are taught to widen the children's repertoire and increase their vocal skills. The children are given opportunities to 'share' the songs they are taught during singing sessions with the rest of the school, at certain times throughout the year.

Extra-Curricular Events

Pupils are encouraged to take part in musical activities outside of school. Examples of this include: The Weald Schools' Music Festival, music workshops and collaborative work with community based music organisations.

Signed:

Date: