



POLICY DOCUMENT

Music

	Name	Date
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Review v1.1	Zoe Beckingham	September 2016

CURRICULAR AIMS.

Midfield Primary School believes that Music should provide opportunities and experiences for children to:

- Develop their musical concepts, skills and knowledge in line with National Curriculum expectations.
- Develop as a whole person, as an individual and as a social being through participation in musical activities.
- Develop an understanding of music within our culture and that of other cultures and ethnic communities.
- To enjoy and succeed in all musical activities.
- Express and communicate feelings and ideas through music.
- Develop and nurture a positive attitude to importance and place of music in the curriculum amongst pupils, staff and parents.
- Develop all-round musical ability and to aid their growth and development.

Music is a powerful and unique form of communication. Every child at Midfield has the entitlement to a stimulating, fulfilling, informative and instructive musical curriculum.

ENTITLEMENT AND CROSS CURRICULAR PLANNING.

Music is taught as a discrete subject but, is also linked to topic based work where appropriate. Children will be given opportunities to experience all the strands of the National Curriculum for Music, which will be supported by an specialist music teacher (ZB). This is based on the National Curriculum.

The teaching and learning opportunities in music will include:

- The opportunity to listen and respond to a variety of music from different times and cultures during assemblies.
- Use of I.C.T. where appropriate.
- Making cross-curricular links for example with History or Geography, Art and Science.
- Encouraging the children to perform to others during assemblies.
- Encouraging all the children to participate in an annual school show.
- Inviting and encouraging the children to take part in church services for example at Harvest, Christmas and Easter.
- Inviting visiting musicians to perform in assemblies.
- Encouraging children to pursue instrumental tuition both inside and outside of school.
- To give opportunities to the more able children in a variety of ways.
- High achieving children are given opportunities to model their skills to enthuse and inspire other pupils.

ASSESSMENT AND RECORDING.

Assessment forms part of the planning, teaching and learning and takes place throughout the year by questioning, observing pupils at work and discussing their ideas with them.

Staff are provided with National Curriculum objectives for music which they will use to assess each child individually within a topic. This ensures coverage across the year of the key skills.

Each class has a topic book and folder where any written music work will be kept. Any performances or recordings will be photographed as evidence and annotated for assessment purposes.

ICT is also a very important tool in the recording of pupil achievements. Pupils can use recordable devices in order to record their musical pieces and this in turn will act as a self-assessment tool, as the children can listen back to their own work and assess according to their learning objective. This also provides an opportunity for others to listen and comment positively upon the children's work.

In accordance with the school's policy, parents will receive a written report on all aspects of a pupil's school work, including Music at the end of the **summer term**.

EQUIPMENT AND RESOURCES.

There is a central music store where musical instruments and equipment are stored. There are pianos in both the hall and studio that are used throughout the year. The specialist music teacher is encouraged to use the instruments and equipment during music lessons and other teachers are encouraged to use music instruments and equipment to support children's learning in other subjects. On certain days, children bring in their own musical instruments, where they attend various music tuition lessons. It is the child's own responsibility to look after their instrument.

DIFFERENTIATION.

Music in the school will comply with the three basic principles for inclusion in that it will.

- Set suitable learning challenges.
- Respond to pupils diverse learning needs.
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

GIFTED AND TALENTED PUPILS

Gifted and talented children will be encouraged to develop their talents and experiences of music through a range of activities. It is the specialist music teacher's responsibility to make sure that suitable learning objectives are set and that the children are being challenged in their learning in class. These children will be encouraged to show their talents in assembly and also participate in musical events inside and outside of school.

EQUAL OPPORTUNITIES AND INCLUSION.

Music influences people regardless of their musical expertise. The value of music lies in its power to deepen personal experience. Realisation of this comes through engaging pupils in performing, composing, listening and appraising.

The contents of this music policy relates to all children regardless of musical background, race, gender or educational ability.

Every pupil has equal access to the music National Curriculum. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

MONITORING AND REVIEW

The monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the music subject leader. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in school.

