



# MEADFURLONG PRIMARY SCHOOL

## Music Policy 2011

Date: \_\_\_\_\_15th\_September 2011\_\_\_\_\_

Signature: \_\_\_\_\_

To be reviewed on: \_\_\_\_\_September 2013\_\_\_\_\_

## VALUE STATEMENT

At Meadfurlong Primary School we value Music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It also increases self-discipline and creativity, aesthetic sensitivity and fulfillment.

## AIMS

These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the pupils.

- Evoke a creative response to music through experimentation e.g. singing, composition, movement.
- Provide activities that develop musical concepts and skills sequentially.
- Develop awareness of different cultures and traditions through their music.
- Broaden understanding of a wide variety of styles.
- Encourage the enjoyment of music and provide the opportunities to express ideas and feeling through music.
- Offer children the opportunity to experience personal satisfaction through making music together and to develop the skills necessary to achieve the highest possible standards in this activity.

## TEACHING METHOD

The teaching method employed will vary according to the age, ability and experience of the children and according to the skill being taught.

## ASSESSMENT AND RECORD KEEPING

All assessment will be carried out by Mr Lockwood and the specialist music teachers. Mr Lockwood will keep record of achievements and fill in the end of the year school report.

Assessment is an on-going process brought about by:

- Observation of children working.

- Discussion with children before and after working.
- Looking at/marking children's work. NO  
*Evaluating performance opportunities in each unit of learning*

## CROSS-CURRICULAR CONNECTIONS

On occasions work in music will have cross-curricular connections for example, art and literacy. Where this is the case, these connections should be shown in teacher's planning for the curriculum areas involved.

## CELEBRATIONS OF SUCCESS AND DISPLAY POLICY

It is important that children's success in music is acknowledged and celebrated appropriately. This can be done through the displaying of music work in classrooms and other areas of the school. It can also be done through performance of children's work to class, year group or school as well as outside school.

## SEN AND DIFFERENTIATION

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. Therefore music helps to focus on what makes children similar and equal - not different. Differentiation is included in planning and often takes the form of support for less able and extra challenge for more able. Differentiation by outcome is always evident during performance.

Where pupils have special educational needs which are not identified as being learning difficulties but require other special provision (e.g. technological aids) then we will as a school endeavour to make provision.

## EQUAL OPPORTUNITIES

Children should not be discriminated against in terms of gender and race. All children should have the opportunity to participate fully in classroom music lessons and activities.

As part of the National Curriculum children will experience music from various countries and cultures.

## MULTICULTURAL THEMES

We live in a multi-cultural society and our school has now 60% EAL children. The Music work done by children in school should where possible reflect this (see also Section entitled "Equal Opportunities). Pupils learn African percussion, Brazilian Samba and tuned percussion using pentatonic scales and Gamelan inspired pieces.

## RESOURCES

Each class has access to the Music room as planned on the timetable.

Teachers are welcome to borrow and return all instruments such as glockenspiels, xylophones, chime bars, large drums and guitars.

Children should be taught from an early age how to use and care for all these instruments and also to check each instrument before returning it to its storage area. The music co-ordinator needs to be kept informed of any problems so that instruments can be replaced or repaired.

## INDUCTION FOR NEW STAFF AND OTHER ASSISTANTS

The music co-ordinator will ensure that new members of the teaching staff and other assistants have copies of the Policy and Scheme of Work and understand how they are used. The music co-ordinator will also ensure that new members of staff are aware of the music resources available and have a clear understanding of the essential health and safety information contained within this Music Policy.

## ROLE OF CO-ORDINATOR

The music co-ordinator will:

- provide advice and assistance to all staff when requested, in order to implement the music policy consistently throughout the school;
- co-ordinate the music working party;
- organise resources to support the school music policy and scheme of work;

- co-ordinate purchasing, organisation and distribution of resources;
- arrange in-service support;
- liaise with outside agencies, other schools and colleges;
- monitor Policy and Scheme of Work.

## EXTRA-CURRICULAR MUSIC ACTIVITIES/PARENTAL INVOLVEMENT

Extra-curricular music plays a large and vital role in the life of Meadfurlong Primary School.

The Milton Keynes Music Service sends specialist instrumental teachers for violin, cello, clarinet, flute, guitar, percussion and brass lessons. These lessons take place in school time and as after school club for small groups of children.

Children are encouraged to take part in various performances both in and out of school. There are opportunities for the children to listen to various musicians and therefore to extend their musical experiences. These activities are monitored by the music co-ordinator.

All these activities provide valuable opportunities to link with the local community, parents and also to liaise with other schools. These opportunities will vary each year and will reinforce the fact to the children that music should be shared and should be seen as an exciting way of communicating and expressing feelings.

Our Christmas performance always includes musical contributions and we have an annual music concert at the end of every summer term. Our instrumental groups perform at concerts and events run by Milton Keynes Music Service and our items are always warmly received. Parents are encouraged to attend all our musical performances.