



Winterton Junior School Music Policy

Introduction

Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings.

Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.

The Music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

Aims

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Music at Winterton Junior and that these are applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of Music, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; constructive feedback and sharing practical work.
- To provide opportunities for the development of musical skills where relevant across the curriculum.

Children

- To develop an enjoyment of learning through practical activity, exploration and discussion.
- To develop confidence and competence in the skills of speaking and listening, constructive feedback and sharing practical work.
- To develop an understanding and appreciation of different types of music from around the world.
- To develop an understanding and appreciation of the history of Western Music.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching Music.
- To attend and contribute to Teacher Consultation Meetings.
- To praise their children for the good things that they do in Music.
- To communicate and work with the school whenever further support is needed to develop their children's musical skills and understanding.

Implementation of the Music Policy

1. The 'Music Express' Scheme of Work

- The 'Music Express' scheme of work provides the basis of music lesson content from Year 3 to Year 6 in developing Music Composition.
- The Jolly Music and Inside Music schemes of work provide the basis for Music Listening & Appreciation and Developing the Singing Voice.
- This in-turn informs the medium term planning as to what is taught within Music teaching units.
- The short term plan lists specific learning objectives that are to be covered and success criteria to support both children and adults in assessing their work.
- Teaching and learning is differentiated to best match the needs of the class or set and the individuals within it; within the context of the aspect of Music that is being taught

2. Whole Class Instrument Teaching

- All pupils in Year 4 have the opportunity to learn the Ukulele through song; reading notation & performance.
- All pupils in Year 5 have the opportunity to learn the Guitar (delivered through the Music Support Service) through song; reading notation & performance.

3. Extra opportunities

- There is a school choir, which is made available to all children.
- Pupils are given the opportunity to take part in many events including Young Voices; local community events and school based events.
- Individual Instrumental Music lessons are available to children at a reasonable cost to parents. Instruments available are Violin, Cello, Woodwind, Brass, Guitar, Voice and Drums.

4. Resources

Music resources are many and varied, including:

- Listening centres including tape recorders, CD players and headphones;
- A large selection of tuned and untuned percussion instruments;
- Other instruments including keyboards, recorders etc;
- The 'Music Express' scheme of work
- Inside Music and Jolly Music scheme of work.
- A range of song books, CDs, Christmas productions etc;

5. Parents/Carers

The School aims to involve parents/carers in their children's learning as much as possible.

Parents/Carers have the opportunity to meet with their child's class/set teachers at least twice a year at Teacher Consultation Meetings and receive an annual report.

School also provides a number of opportunities for parents/carers to learn about what their child is learning and the way their child is being taught.

6. Subject Leader

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas:

- Strategic direction and development.
- Learning and teaching.
- Leading and managing staff.
- Efficient and effective deployment of staff and resources.
- The Subject Leader has regular discussions with the Head teacher and other senior leaders about learning and teaching in Music and provides an annual summary report (Subject SEF) about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.
- During the academic year the Subject Leader has specific allocated time for subject self evaluation activities.

The Music Lesson: Good Practice

Music Units of Work

- A progression of lessons will be planned over a five or six week blocked unit of work that is taught over a half term.
- The Music units of work will be taught either weekly or as a blocked period of work (depending on IPC theme)

Within each Music session there will be the following elements:

- A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;

- Teachers model lesson activities at a level which is appropriate to the needs of the children within the class being taught;
- A plenary or series of mini plenaries are used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Success Criteria or to move the children's learning on further.
- Over the course of a unit, the lessons taught will include singing, performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism.
- Musical activities within lessons are planned carefully to encourage active participation and enjoyment by all children, irrespective of ability.

Music across the Curriculum

Children are taught a wide range of musical skills that enable them to access and understand different types of music in a variety of contexts, both within school and at home.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy. Ongoing Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.

Assessments are used by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

Pupils progress will be recorded on Class Track.

Music is reported on at the end of the academic year in each child's School Report.

Inclusion

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at Winterton Juniors is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Children that are 'talented' for music will be given the opportunity to prepare pieces of music to be performed in assemblies; as individual items and also as background music whilst children enter and leave the hall.

Monitoring and Review

The Head teacher and Music Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Music Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

Music Policy written by Ros Taylor: September 2016

Music Policy agreed by Staff: Autumn 2016

Music Policy agreed by Governors: Autumn 2016

Music Policy review date: Autumn 2019