

HIGHFIELD PRIMARY SCHOOL

POLICY FOR MUSIC reviewed Feb 2012

This document is a statement of aims, principles and strategies for the teaching and learning of Music at Highfield Primary School.

Why teach music?

Music helps develop

- pride in a sense of individual and collective achievement
- aesthetic appreciation and discrimination
- listening skills and sensitivity to sound
- imagination and inventiveness
- intellectual and artistic skills
- the ability to analyse and solve problems
- the ability to see through to a successful conclusion the creation, refinement and presentation of a piece of work of high quality
- communication skills (verbal and non-verbal)
- social skills such as leadership, co-operation, tolerance and self-evaluation self-motivation, self-discipline, self-analysis
- an awareness and appreciation of a wide range of cultural traditions.

Aims in music

- All children should have the opportunity of performing music in various ways- singing, playing and dancing and also, share their developing expertise with other children in school, parents and the wider community.
- All children should be given the opportunity to acquire a basic knowledge of musical elements-rhythm, melody, harmony and listening.
- All children should be able to make simple musical decisions about the music that they hear or play based on their growing knowledge of the musical elements mentioned above.

- All children should be given the opportunity to listen to many sorts of music particularly of the twentieth century including ethnic, popular and classical.
- Children should leave the primary years having had many varied opportunities to create their own music.

Understanding of other people can be heightened by an understanding of the music of other cultures.

Organisation of pupil's learning

Musical activities should take the form of individual, group and class activities as appropriate e.g. composition is particularly suited to group work; singing is particularly suited to class work.

Teaching strategies

- Children to learn from each other
- Teacher-led activities
- Initial teacher input to open ended activity
- Able pupil helping less able
- Individual research work

Specialist teaching

Specialist teaching occurs for instrumental lessons (recorder, 'cello, violin and woodwind) and for orchestra. It is the role of the music co-ordinator to help co-ordinate these activities and advise colleagues on planning, skills and appropriate resources.

Planning and schemes

Planning for music is carried out according to the school's policy for planning. Teachers use the Carousel Music Scheme as well as specific units of planned work, e.g. Robin Hood's Bay project; Victorian project.

Celebrating success

Refer to the school's success policy. Success in music is also celebrated with live performances of work to an audience.

Equal opportunities

We adhere to the whole school policy on Equal Opportunities. All pupils, regardless of ethnic and cultural origin, of gender and of physical and mental ability have the right to experience music.

INCLUSION

- pupils with special educational needs should be educated at Highfield
- pupils with a disability will not be treated less favourably, for a reason that relates to their disability
- pupils with special educational needs should have full access to a broad, balanced and relevant education to ensure the highest possible levels of achievement
- pupil's views should be sought and taken into account, in the light of their age and understanding
- interventions for each child should be regularly reviewed and their impact assessed

To achieve a fully inclusive system we must base all our workings upon the following values and beliefs:

- a commitment to inclusion involves valuing diversity, understanding difficulties, and recognising and respecting individual differences
- the best interests of all children, including those with special educational needs are central
- the highest achievement for all pupils, including those with special educational needs is paramount
- the focus of all our work will be one of early intervention and support
- all funding for pupils with special educational needs will be allocated on a fair, equitable and transparent basis

SuccessCriteria

The success of our policy will be measured by:

- rising numbers of pupils with a wide range of individual needs, successfully included at Highfield
- all children achieving higher standards, including those with special educational needs
- evidence of increased parental involvement

ICT

Music education is delivered through the use of ICT in the following ways:

1 Finding things out

- Finding and using information, e.g. sound effects, musical phrases/musical excerpts.
- Choosing, saving, arranging and checking compositions.
- Looking at saved work, understanding it and thinking about what could happen if there are mistakes in it or consider ways of improving it.

2 Developing ideas and making things happen

- Organising and developing ideas.
- Planning and carrying out instructions to make things happen and then seeing how well they worked.
- Answering 'What if...?' questions.

3 Sharing information

- Through, for example, multimedia presentations
- Thinking about who is going to look at their work when planning it.

4 Thinking about work as it's being done

- Discussing work to help develop ideas.
- Describing how well their ideas worked.
- Talking about how they could improve future work.

1 Practising skills, trying out ideas and reinforcing learning

Software can enable children to practise skills that have been taught to them previously. It can also help them to try different ways of doing things on the computer rather than in real life (this is called 'modelling').

2 Creating their own work from scratch

Music software allows children to create and amend sounds and compositions.

3 Researching information

CD-Roms and the Internet mean that children can find information on a huge range of topics. Different musical genres can be listened to from CD ROM or the internet.

Resources

The Annexe classes have some resources kept in the Annexe. The rest of the music resources are kept in the music room.

Care should be taken with resources at all times. They are expensive to replace and any damages should be reported to the music co-ordinator.

Tape recorders

The main C.D. Player is kept in the hall. The portable CD / Tape player is kept in the resource room. All class have access to a listening centre.

Music software - CDRoms and software are kept in the ICT suite.

Learning Musical Instruments

- All children in Year 3 are given the opportunity to learn the recorder
- Children are grouped according to age and only in very special circumstances will children be moved into a group with differing ages e.g. musically very good move up, strugglers down.
- Violin, 'cello, woodwind and brass lessons are paid for by the school and parents make a voluntary contribution each year.
- Children are asked if they would like to try for a position and then the music Co-ordinator and peripatetic teachers will choose the most musically able children. This does appear to be unfair but there are limited places etc.
- Children, once started, are discouraged from stopping lessons etc. and this will be stressed to parents.

- Parents can always send their children for lessons outside of school and these children can still take part in orchestra.

HEALTH AND SAFETY

All staff are responsible for:

- Complying with the school's Health and Safety Policy.
- Taking reasonable care of their own health and safety and that of others affected by their acts or omissions.
- Co-operating with their management in complying with relevant statutory provisions.
- Using all work equipment and substances in accordance with the instruction and training received.
- Not intentionally misusing anything provided in the interests of health, safety and welfare.
- Following all prescribed safe working practices and not working while unfit to do so.
- Reporting to their supervisor or manager any health and safety problem they cannot deal with themselves or any shortcoming they find in the health, safety and welfare arrangements.

All children will be responsible for

- Complying with school rules and procedures.
- Taking reasonable care of themselves and others.
- Co-operating with their teachers and other school staff .
- Using equipment and substances in the manner in which they are instructed.
- Not misusing anything provided for the purposes of health and safety.
- Reporting anything they believe to be hazardous or dangerous to their Teacher/ Headteacher.