

# **The Acorn Federation**

## **Music Policy**

Policy written – February 2016

To be reviewed – February 2019

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### **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning at The Acorn Federation. It was developed through a process of consultation and in consideration of the demands of the New Primary Curriculum 2014.

### **What is Music?**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### **Aims of Music**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **Principles of the Teaching and Learning of Music**

#### **Music Curriculum Planning**

We use the New Curriculum as the basis for all our planning. The infant class follows a three year cycle of topics and the junior class follows a four year cycle. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work so that the children are increasingly challenged.

We carry out curriculum planning in three phases (long term, medium term and short term). Whenever possible and appropriate, cross curricular links should be identified.

#### **The Foundation Stage**

We teach Music in Reception as an integral part of the topic work covered during the year. We relate the Creative Development side of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five.

#### **Teaching Methods**

The individual teacher should determine how the curriculum should be delivered in the classroom. Teaching styles and classes vary and what may be appropriate in one situation may not necessarily work in another. The range of teaching methods to meet the different abilities of pupils will include:

- Knowledge/instructions given by the teacher
- Questions and answers
- Creative activities e.g. model making
- Individual and group enquiry

- Use of books, ICT, videos and audiotapes
- Fieldwork
- Drama activities

Pupils will work within a class group, cooperatively in small groups or individually.

### **ICT Links**

ICT is a resource, which is planned for and used in Music for:

- Written work
- Illustrations
- Handling information
- Directional work
- Research

Music provides many opportunities to use ICT including email, videos, visualisers, CD ROMs, World Wide Web, digital cameras, DVDs and interactive whiteboards. Through using these opportunities pupils will develop and apply their ICT capability in the study of Music.

### **Special Educational Needs**

Pupils with special needs will have the same Music entitlement as any other pupils. Teachers need to ensure that the curriculum meets the needs of all the pupils. Differentiation is the process of planning and teaching in ways which give all children the opportunity to show what they know, understand and can do. There are a number of strategies for differentiation:

- Differentiation by task
- Differentiation by outcome or result
- Differentiation by a carefully scaffolded sequence of activities
- Differentiation by recording
- Differentiation through questioning

### **Equal Opportunities**

All children will be given access to all learning in school irrespective of race, gender, creed and level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Music.

### **Assessment and Recording**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Teachers will use their professional judgement to determine the most effective methods of gathering evidence of pupils' progress, which will form the basis of an annual written report to parents. Gathering evidence of pupils' attainment allows teachers to identify what has been learnt and identify ways of overcoming difficulties and establish a basis for further planning.

Formative assessment can be made from a range of sources:

- Written work
- Spoken activities
- Maps, plans and sketches
- Group activities
- Fieldwork
- Audio and video recording
- ICT materials e.g. emails, desk top publishing
- Models

- Photographs
- Comments from other people e.g. helpers on fieldwork

There is no statutory teacher assessment in KS1 and KS2 for Music.

### **Resources**

Resources are kept in the staff room, library and class rooms. Resources include a variety of instruments, song books, CDs and Music planning books.

### **Subject Coordinators role**

The subject coordinators will:

- Take the lead in policy development.
- Take the lead in implementing the New Curriculum topics to ensure progression and continuity across the school.
- Support colleagues, where necessary in the development of detailed plans and the implementation of the new units of work.
- Support colleagues in assessment and record keeping activities.
- Monitor progress in Music and advise the Head Teacher on action needed.
- Take responsibility for the purchase and organisation of central resources for Music
- Keep up to date with developments in Music Education and disseminate information to colleagues as appropriate.

### **Health and Safety**

Fieldwork / Trips are particularly important in Music be it a day trip or residential. When planning a visit, teachers must complete a risk assessment and be aware of the school emergency procedures for trips and Local Authority's policies on visits and excursions within and outside the local area.

We must:

- Relate the objectives of the trip directly to the objectives of the unit being studied.
- Observe Local Authority guidelines.

The Coordinator will review this policy on a 3 yearly basis.