



Southbourne Junior School

Music Policy

Principles and Implementation

Implementation date: September 2016

Review date: September 2019

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

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Music at Southbourne Junior School 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.

Parents and Carers

To be understanding and supportive of our aims in learning and teaching Music.

To attend and contribute to Teacher Consultation Meetings and public performance opportunities

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.

Governors

1. To appoint a designated link governor who will:

meet with the curriculum Subject Leader at least once a year to find out about;

- the school's systems for planning work, supporting staff and monitoring progress;
- the allocation, use and adequacy of resources;
- how the standards of achievement are changing over time.

Visit School and talk to pupils about their experiences of the curriculum area.

Promote and support the positive involvement of parents in the curriculum area.

Attend training and other events relating to the particular curriculum area.

Report jointly with the Subject Leader

- for the School Prospectus;
- to the governing body with recommendations, if appropriate, once a year.

2. To be understanding and supportive of our aims in learning and teaching Music and review the Music Policy annually.

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. 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. If the learning needs of specific children are best met following an alternative structure then this will be discussed by the class teacher with the SL and senior members of staff.

2. Guitar Lessons

During Year 4 all children are given whole class guitar tuition by the West Sussex Music Service. Learning to play, compose and perform the instrument, including termly concerts for parents.

3. Singing Assemblies

Weekly singing assemblies take place giving the children an opportunity to experience a range of musical genres whilst singing as part of an ensemble. The subjects covered are closely linked to classroom topics and termly assembly themes.

4. Assembly Entrance/Exit Music

Every 3 weeks in assemblies we listen to and learn about featured artists from a wide range of historical periods, genres, styles and traditions, including the works of great composers and musicians. This gives the children a depth of knowledge for their own appreciations and informs their own compositions.

5. Extra opportunities

There is a school choir which is made available to children in years 3-6 and piano, woodwind and guitar lessons are available to children in the School at a reasonable cost to parents.

6. 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;
- Chromebooks and iPads with a range of apps on to aid composition, recording and editing of Music;
- Headphones and speakers for iPads and Chromebooks to enable Music appreciation and study, as well as composition;
- The 'Music Express' scheme of work (Year 3 to Year 6);
- A range of song books, CDs, Christmas productions etc;

7. 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 child's class teachers at least twice a year at Teacher Consultation Meetings and receive an annual report at the end of the Summer term.

Parents/carers are encouraged to support their children with homework and to attend Teacher Consultation Meetings. The School also provides a number of opportunities for parents/carers to share in what their child is learning through parent concerts at the end of topics and class assemblies once a year.

8. 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 Subject Action Plan about their work as Subject Leader which is evaluated and reviewed throughout the year. During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

The Music Lesson: Good Practice

The Learning and Teaching Policy

The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at Southbourne Junior School. These apply to learning and teaching in Music as well as every other curriculum subject area.

Music Units of Work

A progression of lessons will be planned over a six week blocked unit of work that is taught over a half term. Lower base classes will have two blocks of 3 lessons over a half term, while the Upper base classes will have single blocks of 6 weeks allowing for greater exploration and depth of learning.

Music Lesson

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;
- an element of Speaking and Listening which is well modelled by the teacher; e.g. the use of speaking frames to encourage the children to respond appropriately in full sentences;
- 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 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.
- Christmas and Summer Productions allow the children to perform to an audience as an ensemble. These productions are linked to topics within school allowing for cross-curricular links, increased engagement and deeper learning.

Assessment, Record Keeping and Reporting

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy. On-going 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 diagnostically 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. 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 Southbourne Junior School 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 work with the Music Subject Leader to prepare pieces of music to be performed in assemblies; as individual items and background music as pupil enter and leave assemblies.

Monitoring and Review

The Music Subject Leader will monitor the effectiveness of this policy on a regular basis. The Music Subject Leader will review the policy every three years and make recommendations for further improvements.