

# HAZELDENE LOWER SCHOOL



## MUSIC POLICY FEBRUARY 2015

SIGNED ..... DATE.....  
HEADTEACHER

SIGNED ..... DATE .....  
CHAIR OF GOVERNORS

**TO BE REVIEWED FEBRUARY 2017**

## **Hazeldene Lower School** **Music Policy**

Hazeldene Lower School aspires to deliver a broadly balanced curriculum, following the New National Curriculum Programme of Studies for Music, whereby each child will have opportunity to engage in composing, performing and listening and appraising activities. A definition of Music is sounds organised into patterns and it is a practical subject. We will use music in school to enhance children's intellectual, emotional, physical, cultural and aesthetic development, thus equipping them for everyday life. Through Music, we will foster the social skills of respect and appreciation of each other's work; mutual co-operation; interaction with each other, awareness of audience, and the ability to derive and give pleasure and enjoyment through Music.

### **PLANNING**

New National Curriculum Programmes of Study form the basis of music work in the school. In Nursery, EYFS, Key Stage 1 and 2 the planning is organised through the teaching from the New Music Express publication as well as SING UP units of work. The New Music Express is based on the QCA materials, which are themselves based on the development of understanding of the musical elements and skill progression. The Music Express scheme provides medium term plans and lesson support for non-specialist teachers. Music is taught as a discrete part of the curriculum but whenever possible the most of curriculum links should be made. A range of Information Technology, including audio recording, video recording, and music software will be used to research, record, edit and present music once a week all children from Years 1 to 4 participate in singing practice with the music coordinator with the aim of extending the children's song repertoire and providing them with an enriching experience of mass singing. This will have some cross-curricular links with Religious Education, as some of the songs will be of a religious nature. The music curriculum is enhanced by independent teachers and is usually open to children from Year 3 onwards. Years 3 and 4 will have opportunities to work with musicians and singers on a weekly basis through the schemes run by Bed Music services and the Wider Opportunities scheme. The children are currently offered opportunities to play: violin, piano and guitar. Choir is available after school to Key stage 2 children led by the music coordinator. Children have regular access to 'Sing Up', an on-line music resource to enrich the music curriculum. There is also the opportunity for children to show their particular musical talent by participating in the Hazeldene Proms in The Playground in summer term each year as well as SHINE week in the spring term. Children are also invited to showcase their musical talents by taking part in a summer 'Hazeldene has talent' show. Children are also invited to demonstrate their learning in assembly times and celebration assemblies. The children take part in singing assembly once a week and enjoy visits from outside musicians. The children all take part in harvest and Christmas performances where developing singing skills is highly valued. Singing takes place daily in Foundation stage and is embedded across the EYFS. In the Foundation stage assessment is through knowledge and understanding of the world and is recorded in individual Learning Journeys through annotations and photographic evidence.

### **ASSESSMENT, RECORDING AND REPORTING**

Children's progress in individual lessons is measured against the learning intention and is recorded on the medium term evaluation format, noting children who have exceeded expectations or underachieved. This assessment is supported by a termly summative assessment at the end of a unit where children should be levelled. Teachers can be assisted in their levelling by the National Curriculum documents for that topic studied. Staff are also asked to level the children using the Quigley skills based curriculum document. This information is then monitored by the music leader. In Foundation children are assessed against the Development Matters for creativity in music and this is on-going assessment. In Foundation staff will report at the end of the year as

to whether children have met the expected levels in music, are emerging towards the expected level or have exceeded the Early Learning Goals for music and creativity.

## CLASSROOM ORGANISATION

The New Music Express scheme of work encourages the use of a range of teaching styles. Units usually begin with whole class development of skills leading towards a composition or performance at the end of the unit. Differentiation is often by outcome, particularly at Key Stage 1, but as individuals develop instrumental skills it is often appropriate to incorporate these into lessons. Children work in small groups and as a whole class and the teacher will decide the most suitable way to group the children.

## EQUAL OPPORTUNITIES

Every child is entitled to access to the music curriculum and children will undertake the same task although appropriate differentiation may be used. Adaptations may need to be made for some children to access the curriculum. Teachers will make every effort to ensure that equality of opportunity is provided for both girls and boys in composing, performing and listening activities, and that non-discriminatory practice is applied at all times. Special Educational Needs provision in Music will be consistent with the school's Special Needs Policy. Teachers are aware that some children may need constant positive reinforcement, simplified task breakdowns, adapted resource materials, simplified communications and consideration for their individual attention span. Children with particular sensory impairment will be given appropriate resources and individual attention. Musically gifted children will be encouraged to extend their abilities and will be given opportunities to lead group activities and perform individually where appropriate. In Key Stage 2 all children will be provided with a weekly music lesson learning an instrument in the autumn term for 10 weeks and all year 3 children will be part of the Sing On project for 10 weeks in the spring term. All children will be encouraged to take part in performances to show case their work following each year group music project.

## MANAGEMENT AND SUPPORT

The role of the music coordinator is to ensure that appropriate schemes of work and resources are in place. The coordinator is to support other teachers through discussion, team teaching or observations where necessary and should also be aware of current trends and developments in the teaching of music. Other specialist support may be provided by independent peripatetic and advanced skills teachers if a specific type of assistance is required from the Beds Music Service and the Wider Opportunities programme or workshops.

## RESOURCES FOR LEARNING

Music resources are arranged with each Key Stage having a set of musical instruments, appropriate to the age range, which are updated at the beginning of every academic year. Extra resources are stored on music trolleys. Every year instruments are updated and where possible repaired and short term budget planning assists with this. Other resources include Coomers and cd players in every class, cassettes, CDs, internet, Music Express resources, visiting musicians, and parents during Proms in the playground. The school has subscribed to Sing Up and is now has full membership. The school has invested in 'Words On Screen' CDs now used for singing assembly. The interactive Cds allow for SEN children to take part as well as allowing more teaching opportunities through assembly time.

## REVIEW OF POLICY

This policy will be monitored by the music coordinator and will be reviewed annually. It will be reviewed every other year by the whole staff and governors.

Next whole school review: February 2016