



FERNDALE PRIMARY
SCHOOL

Music Policy

2015

Ferndale Primary School

Music Policy

Reviewed February 2015

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Introduction

Music taught at Ferndale is seen as a powerful and unique form of communication. Throughout the school music is essentially taught as a practical subject with elements of theory. From the foundation stage children have an awareness of sound, rhythm and pitch and these are developed as the children progress. Music promotes a sense of belonging and individualism.

Aims and objectives

- To explore how sounds are made and can be organised into musical structure
- To develop the ability to control sounds through singing, tapping or playing instruments
- To show how music is produced by different instruments
- To teach how music is written down and composed
- To develop the interrelated skills of composition, performance and appreciation
- To develop the ability to respond to music

Teaching and Learning Styles

At Ferndale Primary School we make music an enjoyable learning experience and try to make it a first hand experience. We have used the "Charanga" resource on sandwellmusiconline.org to develop staff knowledge and to give staff a better over view of this curriculum area. The staff have been taught how to access the resource and know how to use it. They may take the main idea from this and use it as a stimulus. We use a range of activities that integrate performing, composing and appraising. The lessons are predominantly classroom based and the children have the opportunity to work individually, in groups or as a whole class. We recognise that in each class there is a wide range of musical ability so we seek to provide suitable learning for all. We do this by:

- Setting tasks which are open ended
- Setting tasks of increased difficulty
- Grouping the children in the classroom and differentiating
- Providing resources of different complexity
- Using classroom assistants to support groups or individuals

Schemes of Work

At Ferndale Primary School we teach music for an hour once a week, per class. However at times a day session may be required due to cross curricular links with other subjects. The scheme of work was developed from the "Charanga" website.

We have a weekly singing assembly in both buildings and singing is encouraged daily throughout the school, from singing rhymes to science based songs linked to topics.

Cross curriculum links

Some year groups have expressed an interest in linking music to other subject areas eg. Year 6 have linked their 1960's history to music, links with rivers etc ...

Year 5 also make musical instruments as part of the design and technology curriculum.

Planning

All teaching members of the staff are responsible for providing a long term plan and displaying their music curriculum on weekly planning grids.

Foundation stage planning forms part of the creative area of learning and development. At key stage one and two we teach within the National Curriculum programmes of study. Throughout the school we use the QCA as a guide for our teaching and this is adapted to the needs of each class.

Additional music teaching

- Peripatetic

Children are offered the opportunity to study a musical instrument with the peripatetic teachers and this is organized by the local education authority's music service, and our school has chosen to participate. Parents who allow their child in the scheme must pay termly for fees. Children are mostly taught out of school hours and in small groups. The choices of instrument at the moment are: steel pan, violin, clarinet or flute.

- Whole class

This year we have introduced whole class teaching of the clarinet for year 4 and the ukulele for year 3. Each child is allocated with their own instrument and eventually they get sent home with a parent's agreement. The lessons are conducted by a member of the local education authority's music service and the class teacher supervises the lesson. The lessons take place weekly for 45 minutes.

The Foundation stage

We teach music in reception classes as an integral part of topic work. The musical aspects of the children's work underpin the early learning goals which are achieved by the end of reception. Music in this age band strongly contributes to their personal and social development. Counting songs foster their mathematical ability and songs from different cultures increase a child's knowledge and understanding.

Assessment for learning

Children demonstrate their ability in music in a variety of different ways. Teachers will assess a child's piece of work in music by making an informal judgement as they observe the lesson. In the early years of the school the teacher will give oral feedback to inform future progress and for the older children they are encouraged to peer assess orally and in a basic written form.

Resources

Within our school we are well resourced for musical equipment. We have a class set of keyboards and percussion instruments. A wide variety of tuned and non tuned percussion and instruments from other cultures. The main set of resources are set within the junior school building.

Foundation stage is also equipped with an outdoor music area and larger instruments.

We also have an outdoor sound garden which is used by small supported groups.

Extra Curricular Activities

- School choir
- Recorders - advanced and beginners

We believe that music enriches the lives of people and so we involve the children as much as possible. The groups meet on a weekly basis and the choir also puts on a number of community based and school based concerts.

Monitoring and development

- Music is monitored in the following ways:
- Lesson observations
- Use of resources and the requirement for additional resources
- The enjoyment of performances
- Teachers planning and evaluations

This policy will be reviewed in line with the governor's policy schedule