

Orrets Meadow Music Policy



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Rationale

Music is, and always has been, an important part of the curriculum. It is a subject in its own right but is closely linked to all other core and foundation subjects. Research has proven that there is in children an inherent ability to respond to and participate in music. We see this first in a baby's smile when listening to a parent's song. It is through listening to speech patterns of musical nature that children first imitate and develop language. Nursery rhymes, action songs, songs about counting, fun songs and nonsense songs all provide a natural medium through which we first begin to teach our children.

Here at Orrets Meadow we believe that Music is both a practical and creative subject which should be of benefit to all of our children in developing co-ordination, imagination, listening skills and the ability to express personal thoughts and feelings with sheer enjoyment and stimulation. We endeavour to teach them how to appreciate music in all forms and give them skills that enable them to participate fully in the making of music.

Equal opportunities

Provision will be made to allow all pupils to reach their full potential across the Music Curriculum, regardless of their race, gender, cultural background, ability or any physical or sensory disabilities.

Teachers will promote a classroom ethos where all children feel able to participate fully and know that their contribution will be valued. Co-operation, respect and appreciation of others' views and work are vital to develop confident learners.

Aims

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.

Programme of study

Key stage 1

Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ♣ play tuned and untuned instruments musically
- ♣ listen with concentration and understanding to a range of high-quality live and recorded music
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ listen with attention to detail and recall sounds with increasing aural memory
- ♣ use and understand staff and other musical notations
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♣ develop an understanding of the history of music

Provision

Music lessons are lead by a visiting music expert. They combine first access to instrumental teaching with National Curriculum objectives to give a broad coverage of the music curriculum. Each class is time tabled to receive 2x6 week blocks of music instruction during a year. (See Music Teacher's Time Table for details)

In addition children gather for a singing assembly each week, where they learn a wide range of songs linked to seasons and celebrations.

When the opportunity arises the Wirral Schools Concert Band visit school for a concert. They discuss their instrument and perform music live to the children.

Gifted and talented pupils are encouraged to attend Drama club in the Autumn Term to prepare for the Christmas Service and are given the opportunity to

attend the Liverpool Philharmonic Concerts for Schools in the Spring Term.
 Class 1 and 4 attend the annual 'Sign-a-long' which combines Christmas songs and signing at Meadowside school each year.

Music Teacher's Timetable

	Session 1	Session 2
Autumn 1	Class 6 Ukulele Y6	Class 7 Ukulele Y6
Autumn 2	Class 1 Percussion Y2/3/4	Class 2 Percussion Y4
Spring 1	Class 3 Recorders Y5	Class 4 Ukulele Y6
Spring 2	Class 3 Recorders Y5	Class 5 Ukulele Y6
Summer 1	Class 4&5 Drums Y6	Class 6&7 Drums Y6
Summer 2	Class 2 Recorders Y4	Class 1 Percussion Y2/3/4

Access to curriculum

We aim to make music an enjoyable learning experience and encourage children to participate in a variety of musical activities. However due to the challenging nature of some of our pupils additional needs, participation in a whole class music lesson might not be appropriate provision. In such cases an alternative activity will be organised.

Monitoring and Assessment

Teachers make formative judgements as a part of classroom teaching practice, which inform future planning and teaching. Pupils are encouraged to peer and self assess using the school traffic light system where appropriate. The annual report to parents provides opportunity for the teacher to summarise a child's achievements in music.

Role of the Music co-ordinator


The role of subject leader will include:

- Liaise with the peripatetic Music teacher regarding curriculum organisation and content.
- Oversee the long term plan for music.
- Lead singing weekly singing assemblies.
- Be responsible for the ordering and storage of music resources.
- Contribute to the selection of music priorities in the School Development Plan.
- To contribute to the monitoring of teaching and learning of music throughout the school.

Resources

A range of percussion and tuned instruments are kept in a designated cupboard in the Outreach Room. In addition school has purchased a class set of Ukeleles.

Pupils also have access to a range of composition programmes and apps both on the school iPads and over the internet.

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