



## 1. INTRODUCTION

This policy document is written after consultation with the teaching staff and Governor with responsibility for music and is presented to the Local Education Authority and the Governing Body in the Autumn term 2002, and reviewed by the music co-ordinator in September 2010.

It is a working document, which reflects the ethos and practice within the school in relation to Music. It has been written with due regard to the requirements of the QCA schemes of work and the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

The Music Co-ordinator: Matthew Britton

## 2. WHAT IS MUSIC?

'Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.'

*(National Curriculum 2000)*

## 3. KEY ELEMENTS

Music is divided into the four key elements of listening, appraising, composing and performing. The teacher will ensure that listening, and applying knowledge and understanding, will be developed through the interrelated skills of performing, composing and appraising.

The aspects of these elements in which the children will demonstrate progress are:

- i) Performing and Composing
  - controlling sounds
  - performing with others



- performing with others
- exploring sounds
- composing in response to a stimulus
- communicating musical ideas

ii) Listening and Appraising

- understanding music from different times and places
- applying knowledge to their own work
- responding to, and reflecting on music
- listening with concentration and aural perception.

## 4. FUNDAMENTAL PRINCIPLES

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring learning environment in which he or she can develop their full potential whatever their learning needs.

Molescroft Primary believes that:

All pupils should have the opportunity to develop their understanding and enjoyment of music through the areas of composing, performing, listening and appraising.

## 5. ROLES AND RESPONSIBILITIES

The governing body should, in co-operation with the head teacher, determine the school's general policy and approach to music.

- The role of the co-ordinator: *See Appendix 1 for Job Description*

## 6. PLANNING AND DELIVERY

Music is planned in unit-based schemes of work and progression is ensured through following the directives of Curriculum 2000.

The school benefits from the services of a specialist music teacher who supports classroom teachers in planning and implementing various aspects of the curriculum.



The school also has a number of peripatetic teachers who teach violin, cello, woodwind, percussion and brass.

All children from Year 3 to Year 6 have the opportunity to learn the recorder ensuring that they should leave primary school able to read music.

## 7. CROSS-CURRICULAR LINK

Where possible music will have purposeful links to other aspects of the curriculum including the regular use of ICT.

## 8. EXTRA CURRICULAR ACTIVITIES

The school offers a variety of extra curricula activities to enhance and develop the children's love of music.

These may include:

- Recorder groups
- Orchestra
- Choir
- Theatre Club

## 9. ASSESSMENT AND RECORD KEEPING

Assessment will be carried out through two main methods.

- 1) Children will make use of the whole school Arts assessments grid. (See assessment policy for further detail)
- 2) Teachers will make summative assessments of children's achievements to be recorded in parents' reports.

## 10. EQUAL OPPORTUNITIES AND EFFECTIVE TEACHING

All children should have the opportunity to participate in music regardless of race, creed, ability or gender. Where necessary, adaptations will be made to resources. Differentiation will ensure that musically gifted and special needs pupils have access to the subject.

The different elements of music ensure that all learning styles (visual, auditory and kinaesthetic) can succeed. In addition, the creative aspect of the subject



allows for the mode of working to be varied. Children will have the opportunity to work independently, in pairs, in groups, and as a whole class.

## 11. INSET

The Music Co-ordinator will attend courses organised by the music advisors and inspectors in the authority. The Music Co-ordinator will deliver INSET on changes to National and East Riding policy.

## 12. RESOURCES

Tuned and untuned instruments (*See Appendix 2*)  
Lively Music 4 – 7 and 8 – 11  
Sounds Topical  
Sounds Musical  
Curriculum 2000  
A selection of CDs  
Music stands  
Recorders  
'Recorders From The Beginning Book 1'  
Library of recorder and orchestral scores  
County peripatetic service  
Garage Band composition software on iMacs  
Midi Keyboards on 15 iMacs  
Fourtrack recording App on iPod Touches / iPads

## I. CO-ORDINATOR'S JOB DESCRIPTION

The Music Co-ordinator is responsible for co-ordinating the teaching of music throughout the school.

This includes:

### **Monitoring and evaluating practice by aiming to:**

- be aware of our current classroom practice and evaluate this against school aims and values.
- discuss needs and concerns with colleagues.
- look at Music Policy in the light of the National Curriculum and the QCA Music schemes of work.
- keep the Headteacher aware of standards of achievement.



## **Organising resources through negotiation and agreement with colleagues by:**

- carrying out a resources audit and monitoring and organising these resources.
- establishing criteria and priorities for selecting resources.
- ordering new resources, taking into consideration budget restraints and the school's purchasing policy as outlined in the School Development Plan.
- managing your Curriculum Budget effectively as delegated by the Headteacher through the School Development Plan.
- **Supporting other members of staff by aiming to:**
- Demonstrate good practice, commitment and enthusiasm.
- Be involved in INSET and organising INSET for colleagues.
- Plan and lead curriculum development meetings, as negotiated and agreed in the School Development Plan.
- Advocate your subject and maintain its profile as detailed in the School Development Plan.
- Advise on assessment and record for Music.

## **Communicating school policies and practice by:**

- Writing and reviewing curriculum policies in consultation with other staff and appropriate outside agencies as negotiated and agreed in the School Development Plan.
- Liaising with other Curriculum Co-ordinators. Assisting colleagues in planning and delivery of the curriculum area where appropriate to do so.
- Talking to parents about school policies and practices in particular the area one co-ordinates. Introducing Governors to curriculum policies as appropriate at Governors Meetings and through liaison groups and working parties.
- Preparing the necessary documentation for talking to Inspectors during an Inspection Period.
- Maintain the Curriculum Co-ordinators file to provide evidence of school development.
- To keep up to date with developments in Music.
- To oversee extra-curricular activities that relate to Music.



## **To whom responsible:**

The Headteacher has the overall delegated responsibility of the school and as such you are responsible directly to him. However, as a Curriculum Co-ordinator, one is responsible to all members of staff to support one another and share in the corporate responsibility of the school.

## **Notes:**

This job description will be reviewed at the start of the financial year or earlier if necessary on an annual basis. In addition it may be amended at any time in consultation with you and the Headteacher of the school.

September 2010

Headteacher: Mr M A Loncaster

Signed: Headteacher:

Date:

Signed: Curriculum Co-ordinator:

Date:



## II. PERCUSSION INSTRUMENTS

### Tuned instruments

- 4 sets of chime bars
- 1 large glockenspiel
- 15 electronic keyboards
- 1 xylophone
- 8 soprano glockenspiels
- 4 x percussion kits in bags

### Untuned instruments

- 4 tambours – various sizes
- 4 tambourines with skins
- 4 tambourines without skins
- 1 snare drum
- 1 bass drum
- 3 ethnic drums (to hang)
- 1 ethnic drum (to stand)
- 2 sets of maracas
- 1 fish guiro
- 3 two tone wood blocks
- 1 two tone wood block
- 4 castanets
- 2 woodblocks
- 1 pocket rattle
- 1 mini tone block
- 9 triangles
- 6 sleigh bells
- 4 jingle sticks
- 2 Indian bells
- 1 cowbell
- 9 small cymbals