



MUSIC POLICY

RATIONALE

'Music is a universal language that embodies one of the highest forms of creativity'
(National Curriculum of England, 2013).

The teaching of music is an important component of the "arts" side of the National Curriculum. At Norwood we strive to offer a high-quality music education that engages and inspires pupils to develop a love of music and their talents as musicians. Children are given opportunities as part of cross-curricular themes and during specific lessons to participate in musical activities; as individuals, a whole class and as a whole school.

AIMS AND OBJECTIVES

- To develop understanding and knowledge of music through making and listening to music, enabling them to work at their own appropriate level and to refine their skills
- To appreciate a variety of styles of music from different times and cultures, including the works of the great composers and musicians
- To create and compose on their own and with others
- That all children will learn to sing and to use their voices
- To promote pupils spiritual, moral, social and cultural development

TEACHING AND LEARNING APPROACHES

Music is taught weekly by each class teacher following the National Curriculum programme of study. There are opportunities for the children to work as a class, in groups and individually. Singing forms the core basis of our Music provision, which is taught throughout every year group. Singing enables children learn the meaning of musical vocabulary and how instrumentation can be used to accompany vocal performances.

Music provision is also delivered in KS2 through the 'Wider Opportunities' initiative provided by Sefton Music Services. Children benefit from the expertise of professional music tutors and in Year 5 learn to play either a woodwind or brass instrument.

CREATIVE MUSIC

At Norwood, from the beginning of KS1 developing through KS2 the children are involved in the following activities:

- Learning how to order sounds and musical patterns
- Exploring sounds by playing a range of percussion instruments
- Learning to play in a group with others - expressing their feelings through music
- Understanding some of the structures in music
- Beginning to understand the power of music in different context
- Telling stories with music
- Memorising simple rhymes to repeat and to teach others
- Learning to play a brass or wind instrument
- Recording in simple form, using symbols and developing recognised music notation.

SINGING

The children sing rhymes, action songs, popular songs and hymns both in class and whole school situations. We follow a SEFTON recommended singing scheme of work. With a whole school approach, each year the children build upon the skills previously developed. This approach enriches the children's experiences by providing opportunities to explore different musical styles and genres, music from our own, other cultures and historical pieces.

LISTENING AND PERFORMING

The children listen to, perform and enjoy music from different periods and cultures. Children in Key Stage 2 have a variety of opportunities to perform to audiences both in school and the local community. Our tri-annual Arts Festival encompasses many artistic elements, where each year group is given the opportunity to express the skills they have learnt and refined. These experiences help develop children's self-esteem, self-worth and an enriched understanding of the value of music in a wider context.

PLANNING

Planning will ensure that, in addition to the requirements of the National Curriculum, there are frequent and regular opportunities to enhance learning through cross-curricular teaching, extracurricular activities, planned enrichment and extension work.

ASSESSMENT AND RECORDING

Pupils' progress is assessed and monitored during the year through normal teacher planning and observation. Pupils' Music progress is monitored and assessed by the teacher in line with the school's Assessment Policy. For each child their progress is tracked in the key areas of Listening & Appraising, Performing and Composing. Throughout each Key Stage previously developed skills and knowledge are built upon and developed by experiencing differing genres and musical styles.

Furthermore, parents are informed of their child's progress at termly parents' evenings and via the end of year reports which are sent home in the summer term. Individual portfolios outlining Musical experiences, annotated with teacher comments, are recorded in children's Knowledge and Understanding books when cross-curricular links are made.

RESOURCES

The school has a range of musical instruments both tuned and non-tuned that the children have access to through the Music curriculum. All percussion instruments are kept centrally within school. Each class, along with the 'CHARANGA' singing scheme, has a 'SING UP' account and log in. This serves to supplement the whole school delivery of the Music curriculum through sequences of learning objectives tailored towards each year group.

Collective worship takes place daily in a number of different formats including year group, Key Stage and whole school as assemblies. A range of songs are learnt touching on spiritual, moral and social themes.

At present, Sefton Music Services are providing a range of specialist music teaching in the form of wind and brass to children in KS2. The required instruments required for these weekly sessions are provided by Norwood and maintained for the benefit of the children involved. Where occasions allow further support from Sefton Music Services is offered to children in both Key Stage 1 & 2.

The staff also have numerous audio tracks of music of different genres and from other cultures readily available on the schools internal media network system.

EQUAL OPPORTUNITIES AND INCLUSION

All children will be provided with equal access to the Music curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background and according to their individual abilities.

SPECIAL EDUCATIONAL NEEDS/GIFTED, ABLE AND TALENTED

Differentiation in terms of learning objectives, tasks, teaching methods and resources are planned for pupils with SEN. All pupils have access to materials and opportunities that are suitable to their specific needs. GAT pupils are challenged with open-ended tasks which provide opportunities to tackle more complex issues and a use a wider range of resources. Please see the SEN or GAT co-ordinators if advice is required.

ICT

Opportunities to use ICT to support teaching and learning in Music will be planned for and used as appropriate.

CROSS-CURRICULAR LINKS

Music contributes significantly to the teaching of other curriculum areas in our school by actively promoting skills such as:-

- Listening and speaking
- The ability to work co-operatively in pairs, small and larger group situations
- Empathy and appreciation for cultures that differ from their own

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Teachers refer to the School's Health and Safety Policy and the safety procedures recommended in the DfE 'Health and Safety of Pupils on Educational Visits' guidelines for the educational visits aspects of this subject.

ROLE OF SUBJECT LEADER/MONITORING

The monitoring of the standards of children's achievement and of the quality of teaching in Music is the responsibility of the Music subject leader.

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor and evaluate pupil progress and the quality of teaching in that subject area;
- Provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at

both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National

Curriculum and that progression is planned into schemes of work.

The subject leader gives the Head Teacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader will have regular management time in order to review evidence of the children's work and undertake monitoring and evaluation of the teaching of their subject across the school.

ROLE OF GOVERNORS AND PARENTS

Our governors determine, support, monitor and review the school policies on Music. In particular they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively
- ensure that the school buildings and premises promote successful teaching and learning
- ensure that high quality staff are appointed
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- ensure that staff development and performance management policies promote good quality teaching and learning
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Head Teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

OUTCOMES

Music will be fun. It will be used to promote excellence and enjoyment. It will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Parents and carers will be encouraged to participate in the teaching and learning of Music.

REVIEW

This policy will be reviewed at least every three years by the Curriculum Committee of the Governing Body.