

Burton-on-the-Wolds Primary School

Music Policy and Documents

This policy was produced by L.Hamill and agreed by the Staff and Governors (Feb. 99).
It will be reviewed and updated annually.

Aims of the school's music provision

At Burton-on-the-Wolds school we aim to:

1. Promote and support curriculum music for all children as an entitlement through their classroom experiences and follow the National Curriculum.
2. Provide experiences and resources which promote knowledge, skills and understanding in music, in relation to both their own and others' musical traditions.
3. Provide learning experiences in music, which promote confidence and development of the child.
4. Promote a music curriculum with relevant differentiated experiences.
5. Promote progression and continuity in music through careful curriculum planning and monitoring, in line with the school's policies for assessment and recording.
6. promote opportunities for the child to further develop musical skills through an extended curriculum
7. Promote the continuing development of expertise and confidence in music for all members of the teaching staff.
8. Recognise ways in which I.T. skills may be incorporated into, and developed by the music curriculum and used to enhance the musical experiences of all children.

Objectives of the school's music provision

1 Entitlement:

Music will be provided at least on a weekly basis throughout the school year.

Schemes will support progression and continuity in children's musical experiences and the development of knowledge and understanding.

Planning for the National Curriculum will be for all children.

Music activities will be incorporated into the whole curriculum for each class.

2 Knowledge Skills and Understanding:

Children's musical experiences will include regular involvement in Performing, Composing, Listening and Appraising.

Children will develop musical and technical skills through a variety of musical activities and the use of a range of resources.

Children will develop an understanding of the musical elements and their use.

Children will perform their own compositions and the works of others to a variety of audiences (such as other children/classes/year groups, school, parents, and the wider community).

Children will build a musical repertoire and technical vocabulary.

Children will develop knowledge of music of different times, places and diverse cultures.

Children will regularly listen to and appraise their own work as well as the work of others.

3 Personal Development

Children's work will be valued through recording and performing it.

4 Differentiation

Where appropriate, tasks will be set which offer open-ended outcomes to allow for differentiation (e.g. composing sequences, singing responses, and improvising melodies).

Individual children will be given opportunities to develop skills away from the music session e.g. through small group or 'Music Corner' activities.

On-going musical activities will be provided at other times, individually, in pairs or groups to promote development of knowledge, skills, and understanding.

5 Planning

Additional spaces for children to develop ideas individually or in groups away from other musical sounds/distractions, will be provided.

Appropriate planning will be made for special needs, including the most gifted, through additional support, appropriate resources, access to activities/work from higher/lower music key stages.

Differentiated experiences in relation to age and/or ability, either through task or outcome will be fundamental to all planning.

Records will be kept where appropriate, for purposes of planning, assessing and the development of common standards.

6 Extended Curriculum

Children will be encouraged to utilise skills developed beyond the classroom within the classroom context. (e.g. keyboard or other instrumental skills).

7 Staff Development

Staff will be kept up to date with current requirements and other issues.

Staff will receive training and support from the co-ordinator when/where appropriate.

Provision will be made to enable the co-ordinator to keep up to date with current issues by having access to Inset and events outside the school.

8 Information Technology

Planning will incorporate use of I.T. by the children through the use of keyboards, audio-visual equipment and computers:

- a) for pupils' use
- b) for the purposes of assessment and recording children's work.

STAFFING

NAME	RESPONSIBILITY	FUNDING
L. Hamill	Orchestra	----
G. Murray	Recorder group	----
J. Dunning	Peripatetic woodwind	Parents + subsidy from school fund
D. Cunningham	Peripatetic violin	Parents + subsidy from school fund

ACCOMMODATION

The school has no area set aside specifically for curriculum music. Music sessions generally take place in the classrooms. (This means the classrooms need to be prepared so that all the children can sit comfortably in a circle. Children are taught how to move tables and chairs safely. The hall and studio are used occasionally especially when a greater space is required.

Most musical instruments are stored in storage boxes and on trolleys in the studio but as more instruments are purchased, small selections of instruments can be distributed to each class to use in the music corners. This has been started with Class 1.

Visiting instrumental teachers are accommodated in the studio/staff room.

ORGANISATION

All class teachers teach music to their own classes. This takes place either in classrooms, the studio or the hall. The studio has space for a whole class to take part in circle activities and is where most percussion instruments are stored.

At least part of each music session involves whole class activities (e.g. warm-up activities, singing), with the opportunity for group work either during the session or afterwards in music corners. The class teacher timetables these whole class sessions into the week.

At KS1, class sessions are generally about 25 min. but may occur more than once a week. Along with group work, the planned music curriculum amounts to around 1hr per week.

At KS2, music sessions are generally about 30min. with additional time added for group work amounting to around 1hr per week.

In addition to regularly planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

TEACHING/LEARNING STYLES

Music sessions generally are planned with a specific focus and learning objective, with supporting activities or other activities to support skills, knowledge and understanding. The focus for each session should relate to NC Music and records are kept to enable progression and differentiation to be achieved.

Children in both keystages are expected to follow up music themes in small groups throughout the week. Each class has a music corner or other designated area that they can use. At KS2 children are expected to develop the ability to work without direct adult supervision. At KS1 use is made of ancillary support and other classroom helpers (parents etc.)

Sometimes teachers like to plan their music to link in with topic work. This is an individual planning decision, but the emphasis and focus on outcomes in music sessions should be musical. We try to ensure that over each key stage children have visited the skills and ways of learning outlined on page 5 of the Music section of the Leicestershire County Guidelines 2.

ASSESSING, RECORDING AND REPORTING

Assessing:

Children are assessed through both formative and summative assessment.

Formative Assessments are assessment made during a process. It might be of a whole class, a group, a pair or an individual.

Focus for Formative Assessment:

- Developing performing skills and techniques
- Developing composing skills
- Developing techniques for recording or writing down symbols for sounds/music
- Developing listening abilities within various contexts
- Developing responses to and understanding of sounds/music/elements
- Developing language to appraise music within various contexts.

Summative Assessments are the final assessments of a unit of work, or of a child's development over a given period of time.

Focus for Summative Assessment:

- Final Performance
- Completed composition
- Completed records/recordings of sounds/compositions
- Children's completed appraisals of own/others' work, written or spoken
- Finalised/completed responses to music
- Level of skill relating to technique on instrument or voice
- Level of knowledge/understanding relating to theme.

Recording:

Whilst it is not statutory to keep records of individual children for reporting purposes, these will support or substantiate the teacher's judgements. In the case of worksheets, scores and tapes, they provide evidence for discussion (e.g. assessment, progress, and developing common standards), inspection and opportunities for display.

Reporting:

A written report is provided annually for parents as well as verbal reports twice a year in parent's evenings.

SPECIAL NEEDS

Children who are able/motivated/have learning difficulties.

It is important to provide differentiated experiences, open ended and stepped tasks as well as using music for extended curriculum activities.

Wheelchair users

Access to all areas is unrestricted for wheelchair users.

Children with other difficulties

Allowances are made in individual cases and equipment may be used in order to assist children with specific difficulties.

CONTINUITY AND PROGRESSION

Continuity and progression in music at Burton-on-the-Wolds Primary School is planned for through the use of the Leicestershire Folder and Radio Programmes and monitored by the Music Co-ordinator.

Comprehensive coverage of the National Curriculum for Music is planned for, by careful monitoring and record keeping by all teachers.

FINANCE

Budget allocation for year ending April 1999	=	£150.00
<u>Purchases for year:</u>		
Computer programs: Junior Sibelius	-	£41.00
Hutchinson Encyclopedia of Music	-	£34.00
Orchestra - a personal guide	-	£34.00
The Attica Guide to Classical Music	-	£21.00
Material for Piano	-	£10.00
Misc.	-	£10.00
Total cost of purchases	=	£150.00
Carry Forward (if appropriate)	=	£0.00

FORWARD PLANNING

Planned budget for forthcoming year 1999-2000 = £100

Proposed spending/purchases:

Additional percussion instruments

The annual budget is due to be reviewed in Feb.2000

EXTRA CURRICULAR/EXTENDED CURRICULUM ACTIVITIES

GROUP	MEMBER OF STAFF	CHILDREN INVOLVED
Recorder	G. Murray	Any children who wish to learn (Y1 upward)
Orchestra instrument	L. Hamill	Any children who have passed Grade 1 on an orchestral instrument
Choir	L. Hamill	Recorder players who can read music and play C - E'. Up to 36 chosen from Classes 4 and 3 who show ability to sing in a group and display enthusiasm!

Music Timetable

Wednesday	: 9.50 - 12.30	Woodwind lessons
Thursday	: 2.45 - 3.45	Recorder groups
	3.00 - 4.00	Orchestra
Friday	: 9.15 - 10.00	Violin lessons

INSTRUMENTAL TUITION

School's selection policy for instrumental tuition

Children are encouraged to learn to play the recorder first and then move on to an orchestral instrument. A waiting list is formed throughout the year, which is available for any child from Y3 upwards, to join. Each year children wishing to start to learn are put into groups of 3 and offered the opportunity of taking lessons.

School's charging policy

Charges are made in proportion to the cost of the lessons and the length of time taken. School Fund subsidises where children drop out unexpectedly or if a parent has some difficulty in paying.

Instrumental lessons available

Lessons are available for violin, clarinet, flute and saxophone but if a child wishes to learn a different instrument, arrangements could be made or alternatives suggested.

OTHER MUSIC ACTIVITIES

Other Musical activities and opportunities include:

- Hymn singing & playing in assemblies
- Harvest, Xmas & Lent Services
- Xmas productions
- Summer Concert (involving choir, orchestra & individual (usually Y6) soloists)
- Assemblies can provide an opportunity for performance of all types.

HEALTH AND SAFETY

- Instruments are put away carefully after each session, unless on display or in use in a music corner.
- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electronic equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of blowing instruments such as recorders.
- Parents are advised to take out insurance cover for their children's instruments.

FURTHER USEFUL INFORMATION FOR INSPECTION

The registered inspector, in addition to all previous information, may be informed of:

- Ways in which the co-ordinator monitors the policy and ensures appropriate planning/assessing.
- Names of any staff (F/T, P/T, peripatetic) who will be absent during the inspection visit.
- Any classes who will not be having music according to the timetable (e.g. on an educational visit, preparing for production).
- Any special musical event/visit occurring during the week. Do not be tempted to put off such an occasion because of the pressure of inspection. It is likely to enhance the inspector's view of the school.
- Collections of children's recordings which support assessments and indicate levels of attainment.

RESOURCES

<u>Item</u>	<u>No.</u>	<u>Location</u>	<u>Item</u>	<u>No.</u>	<u>Location</u>
Tambour	1	Studio	Tambourine	6	Studio
Triangle (large)	2	Studio	"	2	Class 1
" (small)	16	Studio	Cymbals	4prs	Studio
" "	5	Class 1	"	2prs	Class 1
Xylophone	1	Studio	Guro	2	Class 1
Bells	5	Studio	Stick bells	7	Studio
"	8	Class 1	Castanets	2	Studio
Maracas	2	Studio	"	4	Class 1
"	1	Class 1	Clapperstick	1	Class 1
Coconut shells	2prs	Studio	Cow bell	1	Studio
" "	2prs	Class 1	Plastic instruments	7	Class 1
Wood block	3	Studio	Side drum	1	Studio
Glockenspiel	2	Studio	Chime bars	1 set	Studio
"	1	Class 1	Yamaha keyboard	1	Studio
Claves	1pr	Studio	Violin	12	Library
"	2prs	Class 1	Cello	2	Library
Indian bells	2prs	Studio	Clarinet	2	Library
" "	3prs	Class 1	Flute	3	Library
Double woodblock	2	Studio	Tenor recorder	3	Library
" "	2	Class 1	Treble "	2	Library
Triangle beaters	8	Studio	Descant "	6	Class 3
Beaters (long)	5	Studio	Oboe	1	Library
" (short)	14	Studio	Piano	1	Hall
" "	10	Class 1	Cabassa	1	Library
Drumstick (long)	7	Studio	CD/Tape player	1	Strong room
" (short)	4	Studio	Record Player	1	Strong room
Wire beater	2	Studio	Tape player	1	Strong room

Resource Checklist B

Support materials

(Books, periodicals, CD's, tapes, etc.)

Location	Item(s) Publisher/Source/Label	Key Stage(s)
	To be completed	