



Glen Hills Primary School

Music Policy

AIMS OF THE SCHOOL'S MUSIC PROVISION

At Glen Hills we aim to:

- promote and support curriculum music for all children as an entitlement through their classroom experiences, and follow the national curriculum.
- provide experiences and resources which promote knowledge, skills and understanding in music, in relation to both their own and others' traditions.
- provide learning experiences in music which promote confidence and development of the child
- promote a music curriculum with relevant differentiated experiences
- promote progression and continuity in music through careful curriculum planning and monitoring, in line with the school's assessment and recording policies.
- promote opportunities for the child to further develop musical skills through an extended curriculum.
- promote the continuing development of expertise and confidence in music for all/relevant members of staff.
- recognise ways in which ICT may be incorporated into, and developed by the music curriculum and used to enhance the musical experiences of all children.
- provide all children during KS2 the opportunity to learn to play a musical instrument.

OBJECTIVES OF THE SCHOOL'S MUSIC PROVISION

1. Entitlement

Music is provided, where possible, on a weekly basis throughout the school year.

- Schemes support progression and continuity in children's musical experiences and the development of knowledge and understanding.
- Planning for the national curriculum for all children.
- Music activities, if appropriate, are incorporated into the whole curriculum for each class.
- Where possible whole group instrumental tuition for KS2 is provided on a weekly basis.

2. Knowledge Skills and Understanding

Children:

- experience music with regular involvement in performing, composing, listening and appraising
- develop musical and technical skills through a variety of musical activities and the use of a range of resources.
- develop an understanding of the musical elements and their use.
- regularly 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)
- build a musical repertoire and technical vocabulary.
- develop knowledge of music of different times, places and diverse cultures.
- regularly listen to and appraise their own work as well as the work of others.
- experience the process of learning to play an instrument, which will incorporate the skills of concentration, collaboration, patience and practise.

3. Personal Development

Children's work is valued:

- through regular performance and constructive feedback by both staff and pupils.
- by recording and performing it.

4. Differentiation

- Where appropriate, tasks are set which offer open ended outcomes to allow for differentiation (e.g. composing sequences, singing responses, improvising melodies)
- On-going musical activities are provided at other times, individually, in pairs or groups to promote development of knowledge, skills and understanding. (to include areas such as sound topic work, individual and group instrumental lessons, ensembles and choir)

5. Planning

- Appropriate planning is made for special needs, including the most gifted, through additional support, appropriate resources, access to activities and work from higher/ lower music key stages.
- Differentiated experiences in relation to age/ or ability, either through task or outcome is fundamental to all planning.
- Records are kept where appropriate, for purposes of planning, assessing and the development of common standards.

6. Extended curriculum

- Children are encouraged to engage in music activities beyond the classroom (e.g. through clubs, local music centres, the instrumental teaching service, visiting musicians, festivals, concerts)
- Children are encouraged to utilise skills developed beyond the classroom within the classroom context. (e.g. keyboard or other instrumental skills)

- Year 2 children are given the opportunity to participate in whole class instrumental tuition on the recorder giving extra musical experience with the view to the more able and interested children continuing onto another instrument.
- Year 3 children receive violin/viola lessons for the year to provide them with the experience of learning an instrument.
- Children are provided with tuition, instruments and music by Glen Hills staff.
- This gives the children an insight into what learning an instrument involves and it is hoped that there are children who wish to begin another instrument.
- Workshops are arranged to provide the whole school with a wide variety of musical experiences incorporating music from different cultures.

7. Staff Development

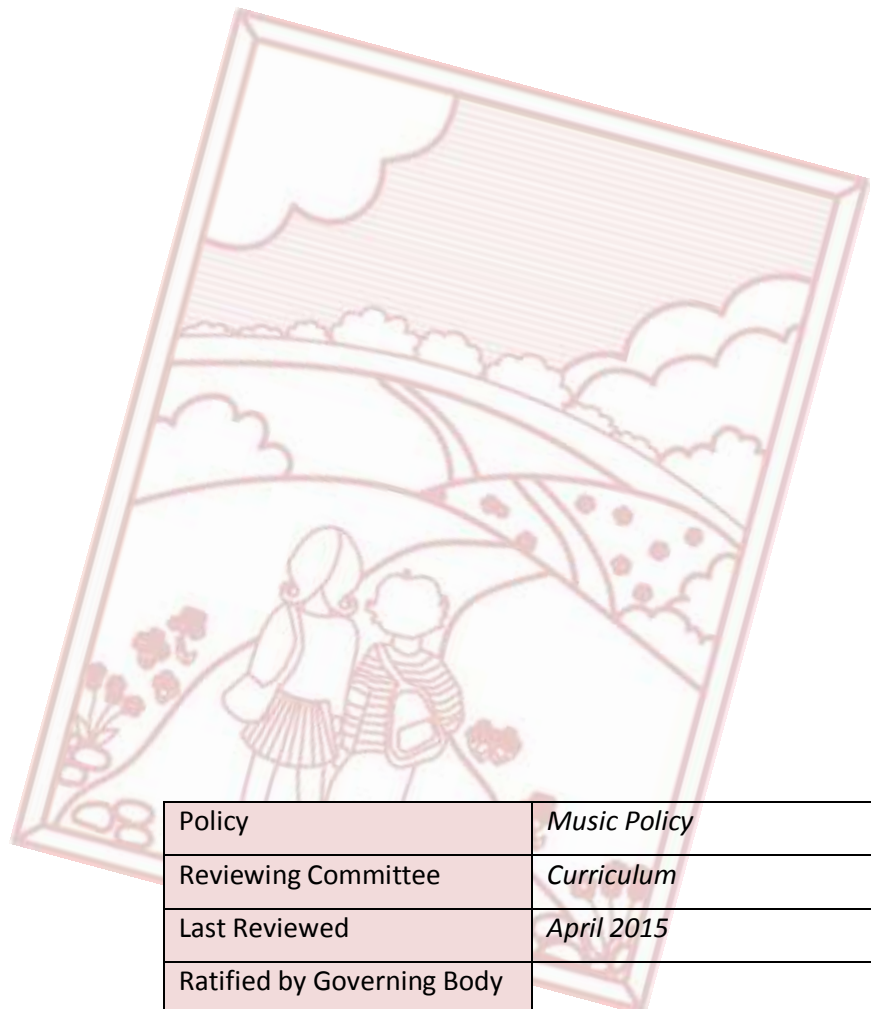
- Staff are kept up to date with current requirements and other issues.
- Staff receive training and support from the co-ordinator when/ where appropriate.
- Provision is made to enable the co-ordinator to keep up to date with current issues by having access to Inset and events outside the school.

8. Information Technology

- Planning incorporates the use of ICT by children where possible, with the use of keyboards, audio-visual equipment and computers:
 - for pupil use
 - for the purposes of assessment and recording the children's work.

9. Health and Safety

- **Hygiene** – when children are using instruments with mouth pieces and / or reeds, they are made aware of not sharing these instruments due to hygienic precautions. Children playing instruments such as a clarinet in peripatetic lessons have their own instrument and this is therefore not an issue. Regarding 'whole-class' lessons with instruments such as a recorder, Glen Hills ensures each child has their own recorder and therefore again, the necessity for any sharing of instruments is not an issue.
- **Storing/moving instruments and items** – children are taught how to safely store and move instruments in the music studio, including correctly folding and storing music stands. The studio is checked daily to ensure all musical items are stacked and stored safely. For larger instruments, such as a piano, children and non-trained adults* are not permitted to move them as this contravenes health and safety lifting and carrying regulations (please see management Health and Safety Policy). Under these circumstances, the Premises Officer is asked to move such items due to their training on *lifting and carrying heavy items.
- **Electrical instruments** – any instrument which requires electricity (e.g. keyboard, electric guitar etc) is plugged in/out of the wall sockets by the peripatetic music teacher or responsible adult present. The dangers of using electrical instruments is highlighted to the relevant children to ensure they learn to handle the equipment safely. Safety relating to electrical wires/leads leading to and from electrical instruments is also of paramount importance. For 'static' instruments such as a keyboard, the wires / leads are situated where no child or adult is able to trip on them. Similarly, for more 'portable' instruments, such as the electric guitar, every care is taken to ensure children or adults cannot trip over any trailing leads.



Policy	<i>Music Policy</i>
Reviewing Committee	<i>Curriculum</i>
Last Reviewed	<i>April 2015</i>
Ratified by Governing Body	