

PARLEY FIRST SCHOOL



MUSIC POLICY

VALUE STATEMENT

At Parley First School we value music as 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 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.

Unicef Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.

Unicef Article 31: All children have a right to relax and play and to join in a wide range of activities.

Parley is a Rights Respecting School

Aims

These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the pupils.

- Develop an understanding and enjoyment of music.
- Provide opportunities for singing, playing, listening and composing music.
- Encourage expression of ideas and feeling through music.
- Offer a variety of musical experiences reflecting different times, styles and cultures.
- Foster a respect for different musical tastes and talents.

TEACHING AND LEARNING

At Parley First School music is a positive, enjoyable learning experience. Children are encouraged to participate in a variety of musical experiences through which we aim to build the confidence of all children. The teaching focuses on developing:-

- an ability to sing in tune with other people
- the skills of recognising pulse and pitch
- an ability to play instruments with control and sensitivity
- working with others to make music, recognising how individuals combine together to make sounds
- some knowledge of basic musical notation and simple composition, where appropriate

Differentiation

Differentiated experiences in relation to age and/or ability, either through task, resources or support are fundamental to planning. Children's individual learning styles should be considered in the planning and teaching of music in order to motivate them by the feeling of success and to develop a positive attitude to musical experiences.

Extended Learning Opportunities

Children with a particular interest or aptitude in music can be given the opportunity to extend their learning in a variety of ways, for example, ocarina or recorder groups, a school choir or beginning to learn other offered instruments. Peripatetic teachers, mainly supplied by Dorset Music Service are used to teach violin, cello, mini-bass, guitar, flute, oboe, brass and Percussion in a Samba band. The cost of peripatetic music teaching is met by the parents of the children involved and some instruments may be hired from the school or the Dorset Music Service for a small cost. Children are given opportunities to engage in musical performances through assemblies, concerts and community events.

Music Curriculum

Teachers have access to Nelson Music Schemes and Music Express to aid their planning and teaching. Music plays a strong part in the school's Creative Curriculum and it is used in many ways to support the taught topics. Links with Music and ICT are fostered. Key Stage singing practice takes place weekly, to learn hymns and songs for daily Assemblies.

INCLUSION

All children will be supported to develop their Musical capabilities in line with Parley's Inclusion Policy. Teachers will consider a child's needs in relation to each unit of learning.

EQUAL OPPORTUNITIES

At Parley First School, we aim to provide equality of opportunity for all children, whatever their age, ability, gender, race or background so that they have equal access to all areas of the curriculum. All children should have the opportunity to participate fully in classroom music lessons and activities in order to fulfil their potential.

ASSESSMENT, RECORDING AND REPORTING

Class teachers will use their informal assessment of the children to plan appropriate learning in music. Assessment is an ongoing process brought about by observation, listening and discussion, maybe involving recording or photographing learning and/or performances.

A class record sheet records overall progress throughout the year across the four key areas:-

- listening and responding
- performing skills (singing and playing)
- composition
- appraising and evaluating

This information is used to assist teachers with the completion of the 'Understanding the Arts' section of the annual report to parents and to ensure appropriate continuity and progression.

In the Foundation Stage children's progress will be recorded on the Foundation Stage Profile under the area of learning for Creative Development.

RESOURCES

A piano is available in the Hall and an electric piano in the Library. At present, small group instrumental lessons taught by peripatetic music staff, are held in the Library.

An extensive range of percussion instruments, mostly untuned, can be found in labelled boxes in the Hall, which can be easily moved around the school. The tuned percussion including a portable electric keyboard and other larger, more various untuned percussion instruments e.g. Samba drums are kept in the cupboard between the two Year 3 classrooms. Each classroom has a CD player and a collection of CD's are kept in the hall CD cabinet. Song books are kept in the Hall whilst music schemes e.g. Music Express are in Year groups.

Children are taught how to use and respect the instruments. The Music Subject Leader needs to be kept informed of any problems so that instruments can be replaced or repaired.

ROLE OF THE MUSIC SUBJECT LEADER

The role of the Music subject leader is:-

- to lead the development of Music at Parley First School
- to provide support to staff, where appropriate
- to keep up to date with local and national developments in Music
- to liaise with outside agencies e.g. Dorset Music Service
- to organise, maintain and purchase instruments and other resources
- to monitor the implementation of the Music Policy and review the success of the Music within Parley First School
- to arrange concerts, events e.g. out of school learning, community events or visiting musicians to school
- to belong to the Ferndown Pyramid Music Association, attend meetings in order to liaise with other Music Subject Leaders and to arrange Pyramid music events
- liaise with the Governor for Music ~ currently Charles Booth

JE Music Subject Leader Feb 2011

To Be Reviewed Annually

Reviewed: Oct 2011

Next Review Due: Autumn 2012