

ASHBROOK SCHOOL

MUSIC POLICY STATEMENT

School Aim: "Everyone matters; everyone is important"

CO-ORDINATOR: Mrs L Healey

LINK GOVERNOR: Mrs T Hoyle

AIM

In light of Every Child Matters our aim is to create an environment where we enable our children to achieve the best possible physical, personal and educational outcomes.

We also aim to foster pupils' sensitivity to, and their understanding and appreciation of, music through an active involvement in listening, appraising, composing and performing and to facilitate, develop and consolidate learning experiences related to sound and music.

SUMMARY

Music can change the way pupils feel, think and act. It enables them to express themselves, to reflect and to develop emotionally. It helps them to listen, to appreciate a variety of music and to make judgements about it. It encourages active involvement, developing group identity and togetherness. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment.

Much of the enjoyment and satisfaction gained from music is personal and private and cannot be measured. It contributes to the understanding of individuals and of other cultures, and crosses national, religious and cultural boundaries.

LEARNING INTENTIONS

- To be able to develop each of the interrelated skills of performing, composing and appraising in all activities
- To be able to extend these skills by applying listening skills and knowledge and understanding of music
- To understand how sounds are made, changed and organised
- To understand how music is produced
- To understand how music is influenced by time and place

ORGANISATION

Music is taught through a combination of approaches using a differentiated curriculum in order to meet the needs of all children throughout the school. All children are taught the skills and knowledge of Music as outlined in the Foundation Stage Curriculum and QCA guidance. At Foundation Stage and Key Stage 1, the Music curriculum is planned to provide links with other subjects, as well as those activities which teach specific musical skills. A whole school approach to music has been developed which gives consideration to the progression of knowledge, skills, values and attitudes and the use of resources.

At Ashbrook School the following areas of study outline the basis for a balanced programme of musical activities:

- performing and composing
- listening and appraising

MANAGEMENT

In Foundation Stage, music is topic related and children access musical activities regularly. At KS1, the curriculum for each year group is divided into six half-termly units and is delivered either in a cross-curricular manner using activities centring on a topic, or, by teaching specific musical skills. Whole School assembly and singing provide opportunities for listening to and discussing recorded music, and for learning and practising a range of songs. These accompany Assembly themes or special occasions eg: Easter Hat Parade.

The Music Co-ordinator is responsible for liaising with other subject co-ordinators in order to promote the use of Music to support other curriculum areas. Visiting musicians eg: Milton Keynes Music Service and African drummers provide live concerts for the whole school, usually at least twice yearly.

TEACHING AND LEARNING

The Foundation Stage Curriculum, the National Curriculum and QCA guidelines provide the framework for our Music curriculum.

A variety of teaching and learning strategies are used to teach music in order to foster children's enjoyment and understanding.

These may include:

Teacher directed - children follow the teacher's instructions

Step by step -	children are led sequentially through the work eg: learning a new song
Open ended -	the teacher sets an open-ended task and the children respond with their own ideas
Co-operative -	children work together taking turns to listen to each other
Practise -	the children practise skills
Self-check -	children check and improve their own performance against set criteria

The use of visiting groups and ensembles, recorded music and Information Technology programs assist in supporting and extending the music curriculum.

CROSS-CURRICULAR LINKS

Links are to be found between music and most other curriculum areas. However, the links should be genuine rather than tenuous and contrived.

CONTINUITY AND PROGRESSION

To ensure continuity and progression it is vital that information is recorded and transferred in a comprehensive manner at regular and appropriate stages.

Children's formative music records are regularly monitored, as appropriate.

Planning for music occurs at three levels:

- Long term - yearly planning
- Medium term - half-termly planning
- Short term - weekly planning and daily planning

Class teachers work with children to identify and share their next steps in learning.

DIFFERENTIATION (See also Special Needs Policy)

At Ashbrook we work to ensure cohesion between the children's learning needs and the learning intentions. Our aim is to meet the needs of each individual child and involve them, as far as possible, in determining their new target and organisation of their pace of work.

Some children will be able to pursue more demanding work at higher levels and should be encouraged to do so. Some children will benefit from work at a lower level in order to help them consolidate particular skills. This will be addressed through planning.

EQUAL OPPORTUNITIES/SPECIAL NEEDS/INCLUSION

All members of staff at Ashbrook are committed to an inclusive school and the ideal of full access to the curriculum, at an appropriate level, by all children regardless of race, creed, gender, ability or physical disability. A broad, balanced and differentiated curriculum will be provided in order for each child to achieve their potential as far as their capability allows. We endeavour to find and promote the full rounded potential of each individual and to celebrate their talents. We recognise that each child has varied cultural experiences which can enrich the life of the school.

ASSESSMENT AND RECORD KEEPING

Assessment is fundamental to the implementation of the Foundation Stage Profile and QCA units, and regular teacher assessments help to determine the child's level of performance. These assessments can be recorded in the Formative Record File.

The teacher should provide learning experiences which ensure that each individual child makes progress across the curriculum.

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Much assessment will take place informally in the classroom and discussion between the teacher and the child may take place in order that targets can be negotiated as appropriate.

All assessment tasks should be constructed so that they provide valuable learning experiences and a basis for future action.

At the end of each year children's progress is recorded in their Record of Achievement, which is sent home to parents and a copy kept in the child's file. Within our planning folders there will be a record of learning intentions covered by children during the year.

OPERACY

- Thinking is an important human life skill which, like literacy and numeracy, has to be learned and practised to be effective.

- We use “thinking tools” to help with this process. These tools help us to generate often completely new ideas in all areas of the curriculum which may not have been considered before.
- Once the thinker has acquired the skills and techniques they can control and direct their thinking at will.

STAFFING AND RESOURCES

Class teachers are responsible for planning and organising the delivery of the Music curriculum within their class. At Ashbrook we recognise the importance of having good quality and up-to-date resources, which are clearly labelled and easily accessible. This supports the development of our children's independent skills. Displays will be attractive, promote the current teaching and learning, as well as celebrating achievement of individuals or groups of children within each class. There is a nominated member of staff who has responsibility for co-ordinating the curriculum and is supported by a Link Governor. (Role of the Music Co-ordinator - see Appendix 1)

A full list of resource details is identified in Appendix 2.

MONITORING AND EVALUATION

Time was given to an audit of the Music Curriculum in 2005. The Curriculum Manager, the Music Co-ordinator and the Link Governor, are responsible for ensuring the appropriate policy statements, guidelines and schemes of work are drawn up and revised in line with the School Improvement Plan.

The Curriculum Manager, the Music Co-ordinator and teaching staff are jointly responsible for the planning, teaching, learning, monitoring and evaluating throughout the school.

CREATIVITY

All children at Ashbrook are encouraged to see links of skills, knowledge and learning tools within all their learning. This is supported and reflected in the Primary Strategy and Excellence and Enjoyment documentation from the DfES. We believe that all subjects can be taught creatively and interlinked to support the child's knowledge and understanding, and equip them with lifelong learning skills.

At Ashbrook we realise that creativity is not subject based, rather it can support, enhance and link all areas in a way which meaningful and relevant to children. Opportunities to support children's learning in this way are actively supported in the learning and teaching of Music.

EARLY YEARS

Early Years is used to describe children in the academic year of their 5th birthday at Ashbrook School. The Learning and Teaching is supported through the QCA guidance for the Foundation Stage, which has a curriculum built on 6 areas of learning. These are: Personal and Social, Communication, Language and Literacy, Mathematical Knowledge and Understanding, Creative, and Physical Development.

Each area of the curriculum is supported through stepping stones of knowledge, skills and attitudes which cumulate in Early Learning Goals.

The curriculum is planned for through topics and a high emphasis is placed on learning through play, first hand experiences and developing learning skills and attitudes.

DATE WRITTEN

This policy was rewritten in Spring Term 2006, and updated in May 2007, and will be regularly reviewed in line with the ever changing learning climate. This policy is fundamental to the success of Ashbrook School and will be actively shared with all stakeholders.

Appendix 1

ROLE OF THE MUSIC CURRICULUM CO-ORDINATOR

To be responsible to the Headteacher, in liaison with the Curriculum Manager, for the co-ordination of the work in the specified curriculum area by undertaking the following:

- 1 Act as consultant in the specified curriculum area with other members of staff.
 - 1.1 Foster the necessary integration of curriculum planning and delivery throughout the school in consultation with colleagues.
 - 1.2 Advise and support colleagues in aspects of their work:
 - individual children's needs
 - teaching/learning strategies - in conjunction with the Special Needs Co-ordinator, if appropriate
 - classroom management
 - planning, assessment and record keeping
 - use of resources
 - through planning and support and observations
 - 1.3 Identify and advise on current and future needs and contribute to whole school planning
 - 1.4 Organise and purchase relevant teaching resources from within annual budget.
 - 1.5 Convene and chair relevant staff meetings in liaison with the Headteacher/Curriculum Manager by:
 - drawing up an agenda/timetable
 - preparing background/discussion papers
 - organising necessary equipment and material
 - organising guest speakers/advisers input
 - noting decisions made/actions to be taken
 - ensuring appropriate follow up
 - 1.6 Refer colleagues, where necessary, to external agencies for advice/support eg: Resource Centres, Library, Museums.
 - 1.7 Inform newly qualified teachers, new members of staff and supply teachers about arrangements for the curriculum area.
 - 1.8 Organise workshops for parents as appropriate.

- 2 Take major responsibility for the development of the curriculum area.
 - 2.1 Keep abreast of current thinking by attending relevant courses/meetings, reading and research and share significant developments with other colleagues.
 - 2.2 Draw up and develop policy statements, guidelines and schemes of work as appropriate in consultation with the Headteacher and Curriculum Manager by:
 - preparing draft/discussion papers
 - chairing staff meetings
 - organising working groups, where appropriate
 - researching material and gathering information
 - attending INSET
 - feeding back progress to colleagues/governors
 - 2.3 Organise, manage and maintain resources in consultation with other colleagues.
 - 2.4 Monitor the effectiveness of work in order to improve the quality and continuity of work throughout the school.
 - 2.5 Liaise with colleagues with like responsibilities in the liaison group and participate in national and local initiatives as and when appropriate.
- 3 Make a significant contribution to relevant school based in service training, in liaison with the INSET Co-ordinator and Curriculum Manager.
 - 3.1 Identify needs/intended outcomes.
 - 3.2 Plan appropriate programmes, involving advisory service and outside agencies where appropriate.
 - 3.3 Take responsibility for the overall organisation of the initiative.
 - 3.4 Devise means of effectively evaluating the outcomes.
 - 3.5 Formulate plan for further action as appropriate.

This job description may be amended at any time after discussion with the relevant member of staff and the Headteacher.

