

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR MUSIC



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REVIEWING THE POLICY

This policy will be reviewed biennially in consultation with staff, parents and governors.

This policy was adopted by:

Headteacher

Date

Chair of Governors

Date

POLICY STATEMENT FOR MUSIC

MISSION/VISION STATEMENT

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and well-being
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

INTRODUCTION

"Music derives from and contributes to culture and society. It is an important mode of communication which has its own conventions and rules, and may be described as a non-verbal language".

(National Curriculum Music Working Group, DES/WO1991)

AIMS

Pupils should have opportunity:

- To develop understanding and enjoyment of music through activities that brings together elements of performance, composition, listening and appraisal.
- To derive pleasure from their own and others' work and to nurture an aesthetic awareness.
- To begin to relate to the work of other cultures, times and traditions
- To explore pitch, duration, dynamics, tempo, timbre, texture, structure and silence
- To develop social skills such as cooperation, attention, tolerance, self-discipline and self-confidence.
- To become musically literate, develop a musical language and use and understand musical communications.
- To develop an awareness and understanding of an appropriate musical vocabulary

- To respond in a variety of ways to different types of sounds e.g. voices, instruments etc
- To develop skills required to use a range of instruments and music technology
- To experience the work of professional musicians both live and recorded
- To use a range of technology and literature within the music curriculum.
- To give opportunities to sing individually, as a group and a class, both in English and Welsh
- To listen to and perform a range of music, including the music of Wales
- To make music an enjoyable experience.

OBJECTIVES

By the time pupils leave KS3 their musical experiences should have enabled some of them, with varying degrees of skill and understanding to:

- Begin to show a sense of shared enjoyment in music making with peers.
- Show an awareness of a range of ways in which they can start or stop by showing an appropriate physical response.
- Show enjoyment of musical activity and begin to turn take.
- Be able to use instruments and voice appropriately and interact in group situations.
- Begin to recognise differences in high/low singing and playing, long/short sounds, fast/slow playing.
- Be able to listen to and appreciate a variety of sounds and music.

Roles and responsibilities

All members of the teaching staff have a responsibility for the teaching of Music and they need to ensure that their knowledge is continually updated. The school has a Music coordinator. The role is to:

- take the lead in policy development and production of the schemes of work, ensuring continuity and progression across the school;
- support colleagues in teaching the subject content, development of planning, implementation of the scheme of work and in assessment and record keeping activities;
- monitor teaching and learning to continue to support improvement in pupil progress and report back to the headteacher, staff and governors;
- have responsibility for the purchase and organisation of central resources for Music and relevant ICT resources;
- keep up to date with current initiatives and curriculum development;
- disseminate this information to the staff and keep them informed of possible visits, exhibitions and courses;

- collaborate with colleagues in other schools.

PLANNING

All pupils will follow the relevant programmes of study based on the Desirable Outcomes/ P Levels/ National Curriculum /Equals Schemes of Work.

The programmes of study present three musical skills:

Performing

Composing

Appraising

These should be interwoven so that the learning derived from each serves to reinforce learning in the others. It is important that pupils derive pleasure from the teaching opportunities and develop skills of planning and rehearsing so that they can present a performance.

The Equals Schemes of Work has been designed to accommodate four of the elements contained within the NC. Pupils should be encouraged to focus their listening on these elements when performing, composing, and appraising music.

The four elements are:

Pitch - high/low

Timbre - quality of sound

Duration - long, short, pulse, beat and rhythm

Dynamics- loud, soft, silence

Multi-sensory music sessions are provided for pupils with more complex needs through a range of equipment including sound beams.

ORGANISATION

Classes have a weekly lesson, in their classroom or in the hall. In some classes teachers cover other music activities during daily circle time activities and specific lessons as appropriate. Music is also cross curricular in topic work and to support numeracy in Lower School. Assemblies are held daily when pupils can join in group and whole school singing - there are many opportunities for individual performances and playing of musical instruments on these occasions.

Musical celebrations are performed throughout the year - Christmas, Harvest, Easter, St David's Day and BBC Music Day.

TEACHING AND LEARNING

Teachers should ensure that pupils are given every possible opportunity to:

- Experience a sense of achievement and worth
- Develop confidence
- Make an individual contribution
- Listen to the musical contributions and creations of others with a degree of sensitivity.

Pupils should:

- Develop their imagination, express ideas, and communicate feelings through the medium of instruments, music and sound
- Develop improvisation and composition skills in a range of contexts using different types and styles of music
- Foster a greater understanding of musical structures and terminology responding to music both individually and within a group

DIFFERENTIATION

In order to provide for children of different abilities within each class we endeavour to differentiate tasks in a suitable way. Differentiation is catered for in one of three ways:-

1. Differentiation by task
2. Differentiation by outcome
3. Differentiation by assistance offered

ASSESSMENT

Assessment is achieved through:

- Observation - watching their responses
- Listening - to what they perform
- Discussion - their ideas and feelings

IPad recordings, video recordings and photographs can be used as evidence of achievement and progress. Most school concerts are video recorded.

KEY SKILLS

DEVELOPING THINKING- pupils should be given the opportunity to plan, develop and reflect, both over time and during live music making. They should have the opportunity to choose suitable resources for composing and performing, create and develop musical ideas, evaluate their own and others' music and reflect on their methods of working.

DEVELOPING ICT - pupils develop and apply their ICT skills by using music technology to explore, create, develop and realise musical ideas.

There are two sound beams available in school, one in lower school and one in upper school that are used for composition and improvisation. Where appropriate students use 2Simple computer programme to compose. Each class has at least one CD player and students are encouraged to operate these independently. The Internet is used to research projects.

Literacy Framework (LNF)

There are three strands Oracy, Reading, Writing. Pupils should be given opportunities, where appropriate, in their study of Music to develop and apply the three strands. Pupils should be given opportunities, where appropriate, in their study of music to express their ideas and feelings through a variety of media including speech, signing and communication aids. They should be given the opportunity to communicate through performing and composing, and develop and apply the skills of speaking and listening, reading and writing through appraising their own and others' work.

Numeracy Framework (LNF)

There are four strands of numeracy - developing numerical reasoning, using number skills, using measuring skills and using data skills. Pupils should be given opportunities, where appropriate, in their study of Music to develop and apply skills in the four strands. Pupils should be given opportunities, where appropriate, in their study of music to develop and apply their mathematical knowledge e.g. number rhymes, chanting numbers rhythmically by rote. They also should have the opportunity to create and play melodic and rhythmic patterns - ostinati

Developing ICT Skills and Digital Competency

Pupils develop their ICT and digital competence skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. They also will develop a growing awareness of how to use digital technology to create, produce and share information and ideas. They will develop skills to stay safe and identify the risks and benefits of using technology.

LEARNING ACROSS THE CURRICULUM

CURRICULUM CYMREIG - pupils perform and listen to the music of Wales, from the past and present. This includes music from the classical tradition, folk and popular music, and other traditions and cultures, which represent the communities of Wales.

PERSONAL AND SOCIAL EDUCATION - music brings many benefits to learners' health and well being, some coming directly from the intrinsic pleasure of making music. Music develops learners' self-esteem and confidence, resilience and perseverance, and

self-discipline and commitment. Music also contributes to learners' spiritual and emotional development, and promotes awareness and valuing of their own and other cultures.

Pupils should be given opportunities, where appropriate, in their study of music to develop and apply the attitudes, values, skills, knowledge and understanding relating to Personal and Social Education e.g. listening to others sensitively, turn taking.

CAREERS AND THE WORLD OF WORK - in music pupils develop transferable skills and attributes, through making music individually and in groups. These skills and attributes help to prepare for lifelong learning, work and leisure.

PROBLEM SOLVING SKILLS - pupils should be given opportunities, where appropriate, in their study of music to develop and apply their skills of asking appropriate questions, making predictions and coming to informed decisions.

CREATIVE SKILLS - pupils will have opportunities throughout their study of music to develop and apply their creative skills, in particular the development of improvisation and composition.

RESOURCES

Each classroom has computers, a CD player and headphones. Some classes have a range of percussion instruments appropriate to the students' age and ability - a list of these is attached.

There are two digital pianos and sound systems, one in upper school hall and one in lower school hall.

There are two sound beams, one in upper school and one in lower school.

There are two music trolleys, one in upper school and one in lower school, each with a small portable keyboard.

Further resources are available from two central sources, the music room in upper school and the music cupboard in lower school - a list of these is attached.

EQUAL OPPORTUNITIES

All pupils will have access to a broad, balanced and relevant curriculum regardless of their race, culture, background, gender or disability. All areas for equal opportunity will be taken into consideration when planning lessons, activities and access to the MUSIC Curriculum. Provision should be made to enable to use of switches, IT, Communication aids etc. and the deployment and support given by staff.

HEALTH AND SAFETY

It is the responsibility of all staff and where possible, pupils, to be aware of health and safety issues in relation to this curriculum area. Positive attitudes should be developed

towards the safety of self and others when using equipment. Any issues arising should be brought to the attention of the Headteacher /Health and Safety Officer and a risk assessment carried out in relation to the subject area.

IMPLEMENTING, MONITORING AND EVALUATING THE POLICY

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons.

The effectiveness of the policy will be reviewed biennially by the co-ordinator.

- Is current practice still reflected?
- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?

RESOURCES MUSICAL INSTRUMENTS

Large instruments

2 sound beams
1 drum kit in storage
1 box set chime bars
2 keyboards
2 glockenspiels
1 acoustic piano
2 digital pianos
6 djembe drums
1 large xylophone
3 small xylophones
1 metallophone
2 ukeleles
8 acoustic guitars
1 large resonance gato drum
4 sets of combi bells (2 in upper school + 2 in lower school)
1 set diatonic combi bells

Upper school

Box of recorders
Basket of wood blocks
Tambourines
Ocean drum
Gong
Bells
1 vibraphone
2 thunderers
windchimes
2 rainmakers
cabassa
bhodrun drum
maracas

coconut shells
Sound story game
20 coloured scarves
2 microphones

Lower school

Tambourines
Triangles
Wrist bells
Stick bells
African drums
1 vibraphone
Gong
Bhodrun drum
Cabassa
Rainmaker
Drums
2 small xylophones
1 medium xylophone
Ocean drum
Billy Goats Gruff song sack
Animal Boogie song sack

Class L1

Ocean drum
3 cabassas
3 rainmakers
5 maracas
Shells (x2)
13 sets of bells
Light up tambourine
6 shakers 2 clackers
Small keyboard
Wooden rhythm sticks

Class L2
Large drum
Cymbal
3 rainsticks
1 maraca
1 bell ring
9 wrist bells
2 bells on sticks
Small African shaker
Cabasa
Guiro/woodblock
Tambourine
Tuned bells on stand

Class U3
Yamaha keyboard

Class U5
Rainmaker
Chime bar
Bells
Woodblock
Drum
4 finger cymbals

AND U5
1 set Boomwackers
Windchimes
Djembe drum
2 Thunderers
4 Tambourines
African sensory shakers

Class U4
African drum
Bells
Combibells
Rhythm sticks
Chime bars/xylophone

MUSIC BOOKS
A & C books -

Game songs-Prof dogs troupe(&CD)
Sing hey diddle didle (2)
Count me in
Harlequin
Apusskidu
Ta-ra-ra-boom-de-ray(2)
Boomps-a -daisy
Flying a round
The funny family
Strawberry Fair
Tinder-box
Okki-tokki-unga
Body and voice
Alleluya
Sing as you grow
Just me (2)
Come and praise
Someones singing lord & CD

MISC.

ELC counting songs
Favourite Children's songs
Easiest tune book of animals
Easy to play nursery rhymes
All join in
Oxford nursery songbook
Language through song
Songs for every day(2)
Easiest tune book of songs to play & sing
New songs for Children (2)
Think about
Singing and dancing games
Songs for every season
Singing fun
Music & movement

Walt Disney

Peter Pan
SFX 24 & 18
Jungle Book
Mary Poppins
Snow White (2)

Cock a doodle doo
Sing together(2)
Oliver
Mary Poppins

Junior praise
Morning has broken
With cheerful voice
Time and tune songbook
Partners in praise
Easiest tune book of hymns
Come and sing
Sing life sing love
New horizons
Sing it in the morning
Child songs
Come and praise
Time and tune song book
Oxford song book
The forties
Rat Trap
Come and dance

Easy to play gilbert & sull
World Beats
My Fair Lady
Action songs for growing up
New child songs
Morning cockerel
Children's choice
Jack and the Beanstalk
Songs for singing together
Silly things to sing
Boiled beef and carrots
World Beats
Sing through the seasons
20 Great Songs you've
heard on X-factor

CHRISTMAS

Easy to play Christmas songs
Allsorts
Merrily to Bethlehem (2)
Mary had a baby
Meredith Christmas camel
Complete keyboard Christmas
Carol Gaily carol
Jingle bells
Little lost kitten
Sing a song for baby
Christmas Around the World

SCHEMES

Listening to Music - Elements (&CD)
Music through Topics- an activity resource

Up Up and away -music and movement
Lively Music (& tapes)
Ginn Carousel-primary music (& CD's 1,oneR, twoR)
Class Moves &CD
Bright Ideas Music
Someones singing lord
Up up and away
Tinder box
Come and praise
Music through topics
Strawberry Fair
The sound of music
Language through song
Body and voice
Count me in
Sing as you grow(2)
Lets go zudie-o
Okki-tokki-unga