

BURFORD SCHOOL



Burford School

Policy on Music



INVESTOR IN PEOPLE





POLICY ON MUSIC

This policy was approved by the governing body in September '09

This policy will be reviewed in September '11

Introduction

The importance of Music at Burford.

Music holds an important place in school life at Burford. It is a unique way of communicating that can inspire and motivate children. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, the music curriculum aims to equip all children with the fundamental musical skills and awareness they need for active participation, self-expression and enjoyment throughout their lives, and also plays an important part in helping children feel part of a community.

Aims for Music Education

- To know and understand how sounds are made and organised into musical structures.
- To make music using a variety of instruments.
- To learn how to compose music in simply structured pieces and how to begin to write that music down.
- To respond to live and recorded music through language, movement and art work.
- To develop an awareness of the musical traditions of a variety of cultures, and from different periods in time.
- To develop the interrelated skills of performing, composing, listening to and appreciating music.

Overall management of the subject

There are two broad aspects to music provision at Burford. All children take part in structured class music lessons taught as part of the creative curriculum. This includes singing and instrumental work, composing and performing using percussion instruments, and listening and appraising a variety of live and recorded music. The second aspect consists of extra-curricular music activities where children choose to participate in musical clubs, or to have private instrumental tuition by peripatetic music staff.

Teaching and Learning Styles

At Burford School we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence and musical skills of all children. Most music lessons are taught to the whole class by the class teacher. Music is delivered through a variety of approaches, sometimes as part of the creative

curriculum, linked to topic work, and sometimes as a discreet subject. Because of the nature of the subject, music lessons are very practical, with children actively learning as they perform, compose, listen and evaluate their own and other's music.

Music Curriculum Planning

The teaching of music is based on the programme of study for KS1 and KS2, so that children will be given opportunities to achieve knowledge, skills and understanding, incorporating breadth of study through performing, composing, listening and appraising. The Foundation Stage profile provides guidance for children in Reception. The QCA units of work form the basis of our Medium Term planning, together with the Music Express scheme. There are opportunities for children of all abilities to develop their skills and knowledge in each unit. By encouraging a spiral model of learning, the children become increasingly proficient in the accumulation and use of knowledge and skills at their own level. Through the planned progression built into each Year group's activities the children are increasingly challenged as they move through the school.

As a rough guide, in Years 1 – 6, a QCA unit of work is expected to be taught over half a term. Teachers take a flexible approach towards the timetabling of music, and may teach music once a week, in a curriculum block, or as part of a creative curriculum.

Foundation Stage

In the Foundation Stage, children experience music through child-initiated and adult-led activities. The QCA unit for Reception and The Early Years Foundation Stage Curriculum strand "Creating Music for Dance" form the basis of our Medium Term planning, together with activities from the Music Express book for Reception. Planned activities are designed to develop the skills and knowledge of children of all abilities. In addition, children have many opportunities for singing and music making through child-initiated play, where learning is supported and extended by the role of the adults in the classroom. Music makes a significant contribution to Language and Literacy, Creative, and Physical Development, and also Knowledge and Understanding of the World.

Differentiation

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Providing resources of different complexity depending on the ability of the child;
- Using adults to support the work of individuals or groups of children;
- Encouraging musically gifted children to share their knowledge and skills with the rest of the class, and giving them opportunities to perform in front of a variety of audiences.

Inclusion

Music forms part of Burford's intention to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the Foundation Stage Profile and the National Curriculum allows us to consider each child's

attainment and progress against expected levels.

We try to ensure that all children, regardless of gender, race, religion or disability have the opportunity to participate fully in classroom music activities. Music in school reflects the fact that we live in a multi-cultural society, and therefore all children will experience music from various countries and cultures.

Cross-curricular links

English – children in the Foundation Stage develop their language skills through singing songs and rhymes. Older children may use music to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Maths – children become increasingly aware that the rhythm and structure of music is mathematically based. Songs can be used effectively to reinforce maths knowledge eg times tables.

Science – music throughout the school links closely with QCA units of work as children experiment with making sounds and learn how sound travels.

ICT is used in music where appropriate. Children use the “Compose” music software to investigate musical sequences, compose simple pieces of music, record, and playback their compositions. Older children can use the internet search facility to find out about musical instruments and different composers.

DT – children can design and make their own percussion instruments.

History / Geography – children listen to a variety of music from different periods in history, or from different countries around the world, particularly linked to topic work being studied.

Art – children can use art activities to show their response to music in a creative way.

PSHE – many musical activities necessitate children working in groups, listening to the sounds produced by other children, taking turns, resolving differences of opinion, and discussing and evaluating their work.

Additional Music Teaching

As well as class based learning, there are also opportunities for children to work in year groups or Key Stages for a special performance. Currently, all children in Key Stage 1 perform a Christmas musical at the end of the Autumn Term; all children in Year 3 and 4 perform a play/musical at the end of the Spring Term; and all children in Year 5 and 6 perform a play/musical at the end of the Summer Term.

Weekly Hymn Practice takes place for KS1 and KS2 children. These are led by the Music co-ordinator and provide an opportunity for children to learn new songs which are then sung in Whole School assemblies.

From September 2009, all children in Year 4 will have access to specialist music tuition as part of the Wider Opportunities Funding Scheme. They will follow a Music Foundations course in the Autumn Term, and progress to African Drumming in the Spring and Summer Terms. Music tuition will initially be provided by County Music

Staff with the expectation that Year 4 staff will gradually share responsibility for implementing parts of the programme in subsequent years.

Extra-curriculum music

In addition to the core music curriculum, there is a wide range of musical activities available in school to cater for pupils with particular interests or abilities.

Children from Year 3 upwards can pay privately for instrumental tuition given by peripatetic instrumental teachers during school hours. Currently, children can choose to learn the following instruments: piano, violin, flute, clarinet, saxophone, brass, drums, classical guitar, electric guitar and folk guitar. Other instrumental tuition may be available on request. Children who play brass or woodwind instruments are encouraged to join Burford Band which meets once a week after school and is led by the visiting brass teacher.

A beginner's recorder club is currently running for children in Year 3 and 4. This is led by the music co-ordinator and takes place once a week during lunchtime.

Burford Choir is open to any child in KS2. Rehearsals take place during lunchtimes, and are led by the music co-ordinator. The only stipulation for joining is that children agree to attend regularly, and put in the necessary work to learn song words and actions in preparation for high quality performances. Choir children often perform in large projects or charity concerts involving children from other schools. Although joining the choir is free of charge, parents are asked to contribute to transport costs when children are transported by coach to rehearsal and concert venues.

Children who sing in Burford Choir or who learn instruments are given opportunities to perform regularly in school events and assemblies. Piano pupils regularly perform to each other in informal concerts at the end of terms.

Parents are encouraged to support musical events by attending the Carol Concert in December, and the annual Summer Music Concert at the end of the Summer Term. Parents can also choose to purchase audience tickets for school performances in places such as Wycombe Swan, The Royal Albert Hall and O2 Arena.

Resources

Percussion instruments for Reception Children are kept in a box and stored in the Reception classrooms.

Children in KS1 and KS2 share the percussion instruments that are stored centrally in the Music Room. Instruments are stored in labelled trays and boxes, and are easily accessible to the pupils. It is the responsibility of the Class Teacher to ensure that instruments are returned to the correct place at the end of the lesson.

Burford School also has a bank of CD's to listen to. These are kept in the Hall, near the piano.

Although there are spare recorders kept in the music room, children who attend recorder club are expected to provide their own recorder. It should be named and kept in the child's tray or locker.

Health and Safety.

Instruments are checked regularly to ensure they are in good condition. The class teacher should ensure that the instruments are handled with care by the children. Percussion instruments that are played by blowing into them should be cleaned with antiseptic wipes when each person has finished playing it. Children who borrow a

school recorder should also clean it before returning it to the tray in the music room.

When children are to participate in activities outside the classroom, for example, a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

Teachers assess children's work in music by making informal judgements as they observe them during lessons. Verbal feedback is given as children are performing and composing, and if compositions are recorded on paper then work is marked and comments added as necessary. Children are also involved in their own assessment through discussions with talk partners and when reporting back on group activities.

Monitoring, Evaluation and Review.

It is the responsibility of the Music Co-ordinator to monitor the standards of children's work and the quality of teaching in music. This may be done through regular work sampling, lesson observations, and in discussions with class teachers. An action plan based on the information gathered from monitoring is drawn up. Strengths and weaknesses are evaluated and areas for development are identified.

The co-ordinator is also responsible for supporting colleagues in the teaching of music, for being informed about current developments, for providing a strategic lead and direction for music in the school and for maintaining up-to-date resources. The co-ordinator attends music courses where relevant, and maintains links with the County Music Advisor and Burford Governor responsible for Music.

Sep'09/EL