



Wombwell Park Street Primary School

Music Policy Document

Aims and Objectives

To involve children in purposeful music making. To develop understanding and awareness of music from various times, places and cultures. To acquire control in music making through learning appropriate performance techniques. To promote the ability to extemporise and improvise in music making. To enable the enjoyment and sharing of music as a key life skill.

Curriculum Organisation

Music is taught as a discrete subject, but wherever possible, it is integrated into programmes of study in other subjects to forge cross-curricular links and promote breadth of study. Predominant modes of working are a balance between co-operative group work and class teaching. Groups are usually of mixed ability, and relevant discussion and co-operation are actively encouraged.

Equal Opportunities, Inclusion and Access

Every child, regardless of race, gender, or special needs, will have equality of access to a broad and balanced music curriculum. All individuals have the opportunity to experience success and develop a true appreciation of their own cultural origins and that of others. All children shall be given the opportunity to experience a curriculum that offers differentiated learning activities. This music policy reflects the general aims of the schools Equal Opportunities and Inclusion and Access policies.

Planning

Relates to the school's curriculum framework and identifies suitable study units with a focus for learning. Supports cross-curricular links and ensures balance and coverage. Outlines learning objectives and is linked to the spiral theory of musical development (Swanwick & Tillmann). It makes specific links to other subject areas where appropriate when these are mutually supportive. It states the main focus for learning for each lesson, and outlines methods that enable the objectives to be met. It allows for teacher monitoring and details activities. Assessment opportunities are identified.

Assessment and Target Setting

Assessment is ongoing and feedback to pupils to set targets for further development is given during tasks, and on their completion, through discussion between the child / group / class, and the teacher. The spiral development of music skills (as outlined by Swanwick and Tillmann) forms the basis for each child's music development record, which tracks their progress in the subject through KS1 and KS2. Younger children are assessed using the Early Years framework targets.

Recording and Reporting

The assessment information that is gathered is available to be reported back to parents at parents' evenings and as a summative comment on the children's annual school report. Where children take part in extra instrumental tuition through peripatetic music specialist teaching in school, a specific report is also sent to parents by the LEA music service (PADS)

Safeguarding, Health and Safety

In addition to the general guidance given in the schools Health and Safety Policy, these issues are specifically addressed when delivering music: Sensitivity towards noise, appropriate use of musical resources and instruments, wind instruments – all KS2 children have their own recorder at school, careful use of information technology.