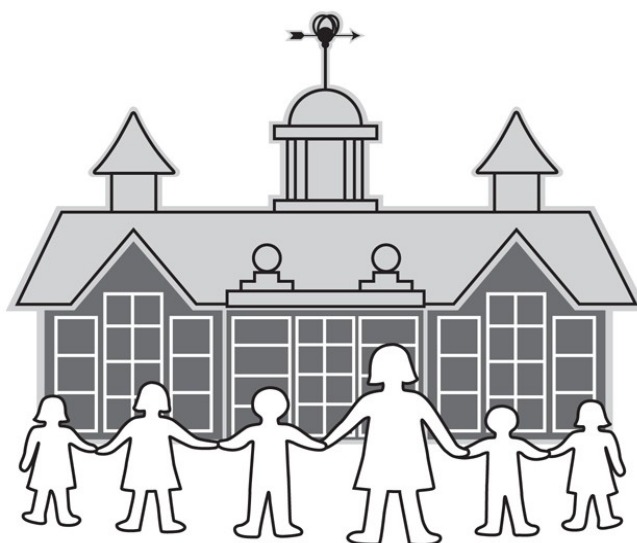


# North Ealing Primary School



## Music Policy

Committee with oversight for this policy – Curriculum	
Policy to be approved by the Curriculum Committee	
Policy last reviewed by the Curriculum Committee	06/03/2013
Policy last ratified and adopted by Full Governing Body	N/A
Policy / Document due for review	03/2017

# North Ealing Primary School Music Policy

Reviewed spring 2013 by: Music Co-coordinator J. Wythe  
Presented to Staff Spring 2013  
Presented to SMT Spring 2013

## **Documents drawn on:**

- <sup>35</sup><sub>17</sub> NC Music orders
- <sup>35</sup><sub>17</sub> Non-statutory guidance
- <sup>35</sup><sub>17</sub> School's internal policies
- <sup>35</sup><sub>17</sub> Whole school aims/objectives
- <sup>35</sup><sub>17</sub> QCA 2000
- <sup>35</sup><sub>17</sub> Expectations in Music KS 1&2 (SCAA)
- <sup>35</sup><sub>17</sub> Music Manifesto (Sing-up, Rhythm of London, Youth Music 7-11)
- <sup>35</sup><sub>17</sub> Early Years Foundation Stage (EYFS) framework document
- <sup>35</sup><sub>17</sub> Every child Matters 2003
- <sup>35</sup><sub>17</sub> Federation of Music Services

## **Statement of Intent:**

- <sup>35</sup><sub>17</sub> To promote the use of the singing voice to express emotion and communicate powerfully both individually and as a group to create a sense of shared purpose, social unity and collective enjoyment.
- <sup>35</sup><sub>17</sub> To ensure that all pupils have access to music (regardless of ability, cultural background, gender or physical restrictions) in their everyday lives through the effective delivery of the National Curriculum (using QCA guidance, Music Express and other schemes and the EYFS framework)

## **Vocal coaches to the stars, Carrie and David Grant:**

"Music is the food of life, it feeds the soul, releases 'feel good' chemicals and affirms us. Singing is soul food; when we sing, we ourselves are the instrument."

## **Rationale:**

- <sup>35</sup><sub>17</sub> Music and especially singing, have the power to help with learning, improve behaviour, health and confidence;
- <sup>35</sup><sub>17</sub> A complex musical experience uses more areas of the brain than any activity. It is an exercise in well-being and can be used to improve numeracy, motor-skills and language development.
- <sup>35</sup><sub>17</sub> Singing boosts a child's confidence and self-esteem and group singing fosters a sense of community as well as reducing aggression and improving social skills
- <sup>35</sup><sub>17</sub> Singing is an aerobic activity which increases mental alertness and develops the brain using co-ordination and listening skills.

## **Howard Goodall-composer and the Government's singing ambassador**

"I can't remember a time when I didn't sing. From my earliest memories there was singing at home, at school, in the playground, at parties, at church, more or less everywhere."

- <sup>35</sup><sub>17</sub> Music has the unique property of combining rational and creative thought enabling pupils to explore and evaluate composition without judgment.
- <sup>35</sup><sub>17</sub> Music is a universal language accessible to all pupils, especially those whose first language is other than English and who are complementing our ever-increasing multi-cultural school community and those whose special needs make it difficult for them to express themselves linguistically.
- <sup>35</sup><sub>17</sub> Music is vital part of child development from an early age encompassing visual, aural, oral and kinesthetic learning styles in an enjoyable way.
- <sup>35</sup><sub>17</sub> Music in school can enable us to explore and express our emotions in a safe environment in preparation for our place in the adult world.

## **Aims and purposes of music**

By engaging children in making and responding to music, music teaching enables pupils to:

- <sup>35</sup><sub>17</sub> Understand and appreciate a wide range of music, developing and extending their own interests and ability to evaluate musical quality;
- <sup>35</sup><sub>17</sub> Acquire the knowledge, skills and understanding required to make music or even follow a music-related career;
- <sup>35</sup><sub>17</sub> Develop skills, attitudes and attributes that support learning in other subject areas and complement life and work i.e.; listening, concentration, intuition, perseverance, self-confidence and sensitivity towards others;
- <sup>35</sup><sub>17</sub> Form links with the local community through local performances, visiting musicians and concert trips and build up positive relationships with teachers and other adult carers;
- <sup>35</sup><sub>17</sub> Acquire a relevant musical vocabulary and the ability to record sounds using a range of notation from graphic to standard.

## **Inclusion:**

- <sup>35</sup><sub>17</sub> Musical repertoire and instrumental resources reflect the diverse musical and cultural backgrounds of our pupils
- <sup>35</sup><sub>17</sub> Music making is accessible to all pupils regardless of gender, race, religion, ability or need and we celebrate and encourage those with particular talent in this field.
- <sup>35</sup><sub>17</sub> Music Clubs are open to all without audition
- <sup>35</sup><sub>17</sub> Consideration is given to those who might need help with manipulation of instruments and those with aural or visual difficulties.

## **EVERY CHILD MATTERS (ECM):**

Educating children, and ensuring that all our children grow up to lead safe, happy, healthy and successful lives is at the heart of what we do within North Ealing Primary School. The Music Curriculum is able to contribute towards the five outcomes of ECM in the following ways.

<sup>35</sup><sub>17</sub> **Be Healthy** – Participation can promote a healthy lifestyle and contribute towards a fulfilling life. Children develop confidence and become secure in their learning, irrespective of the level they attain.

<sup>35</sup><sub>17</sub> **Be Safe** – Through the Arts children are taught the knowledge, skills and understanding of using, materials, resources and instruments with which they must take care, both in use and storage. Children are taught to develop safe and tidy work practices. Pupils are taught in small group/whole class situations under teacher guidance.

<sup>35</sup><sub>17</sub> **Enjoy and Achieve** – pupils develop skills and techniques which enable them to see an improvement in their work and reflect on the outcome. Pupils have the opportunity to perform their work to their peers in class composition and to the whole school in assemblies and concerts. Our children are taught to reflect and appreciate and evaluate each others' achievements, celebrating success.

<sup>35</sup><sub>17</sub> **Make a Positive Contribution** – Through collaborative tasks, pupils share ideas and outcomes promoting decision-making skills and an ability to work with others. As children evaluate their own and other pupils' work, they learn to say what they think and feel about it, enabling them to develop ideas.

<sup>35</sup><sub>17</sub> **Achieve Economic Well-Being** – Through their research on performers and musicians of the past and present, pupils 'learn about the diverse roles and functions of music and singing in contemporary life.

## **Implementation and Organisation:**

<sup>35</sup><sub>17</sub> Music is implemented through discrete music lessons as well as in a cross-curricular way, particularly through the creative strand of learning.

<sup>35</sup><sub>17</sub> Pupils experience music (particularly singing), in assemblies, performances, music clubs and lessons within school and beyond.

<sup>35</sup><sub>17</sub> Class teachers have access to CD players, instruments and ICT resources to enhance teaching and learning on a daily basis including use of mood music to create an atmosphere or inspire art or literacy.

<sup>35</sup><sub>17</sub> A range of topical singing material including backing tracks and song words is now available to staff on the central system

<sup>35</sup><sub>17</sub> A specialist music teacher and other staff work together to deliver the music curriculum and support and advise Planning is based on the QCA and Music Express schemes and the National Curriculum together with the use of complementary material which is regularly updated.

<sup>35</sup><sub>17</sub> Pupils are encouraged to perform to others within the class, school and community through their involvement with lessons, clubs and instrumental tuition (provided privately for KS2).

## **Resources**

- <sup>35</sup><sub>17</sub> The music room is available for class lessons, peripatetic teaching and clubs and houses the majority of instruments which are stored and displayed for easy access.
- <sup>35</sup><sub>17</sub> Instruments are repaired and replaced where necessary and reflect a varied and diverse culture.
- <sup>35</sup><sub>17</sub> The school CD collection and songbooks are catalogued and available for use by all staff, including a selection on the central resource system. Each classroom has access to a CD player and each year group has a box of instruments to share.
- <sup>35</sup><sub>17</sub> A portable amplifying and recording system is available to borrow. The main halls and some classrooms have their own sound system.
- <sup>35</sup><sub>17</sub> Displays are changed regularly to reflect the work of pupils and provide information.
- <sup>35</sup><sub>17</sub> A selection of soft toys, toy instruments and visual aids has been built up to compliment teaching and learning particularly for the younger pupils.

## **Assessment**

- <sup>35</sup><sub>17</sub> Children are observed and recorded to provide video, photographic and aural evidence.
- <sup>35</sup><sub>17</sub> A range of written/compositional work is collated into year group folders showing individual capability and progression through the years.
- <sup>35</sup><sub>17</sub> At the end of each teaching unit pupils are individually assessed using National Curriculum level descriptors.

## **Impact**

Through their participation in class, whole school and individual music-making at NES, children develop a sense of community, well being and achievement whilst enhancing their physical skills and mental agility which also has a positive effect on other areas of the curriculum and behaviour. They understand how to evaluate and appreciate music by composers, songwriters and peers with appropriate vocabulary. They forge strong links with other schools and the local community and take pride in representing the school.

## **Roles and Responsibilities**

- <sup>35</sup><sub>17</sub> The Headteacher has overall responsibility for the implementation of this policy in conjunction with the co-coordinators.
- <sup>35</sup><sub>17</sub> The day-to-day management of the subject is the responsibility of the co-coordinator in conjunction with the Headteacher and other musical staff.

## **See also School Policies on:**

- <sup>35</sup><sub>17</sub> SEN
- <sup>35</sup><sub>17</sub> Foundation Stage
- <sup>35</sup><sub>17</sub> Equal Opportunities

<sup>35</sup><sub>17</sub> Assessment and Record keeping

<sup>35</sup><sub>17</sub> Teaching and Learning

<sup>35</sup><sub>17</sub> Health and Safety

<sup>35</sup><sub>17</sub> Able & Talented

<sup>35</sup><sub>17</sub> Inclusion

<sup>35</sup><sub>17</sub> Arts