

Mount Hawke Academy Music Policy

VALUE STATEMENT

At Mount Hawke Academy we value Music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

AIMS

These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the pupils.

- Evoke a creative response to music through experimentation e.g. singing, composition, movement.
- Provide activities that develop musical concepts and skills sequentially.
- Develop awareness of different cultures and traditions through their music.
- Broaden understanding of a wide variety of styles.
- Encourage the enjoyment of music and provide the opportunities to express ideas and feeling through music.
- Offer children the opportunity to experience personal satisfaction through making music together and to develop the skills necessary to achieve the highest possible standards in this activity.

TEACHING METHOD

The teaching method employed will vary according to the age, ability and experience of the children and according to the skill being taught.

Planning

Short, medium and long term planning will be based from the online scheme Charanga, from Foundation through to Year Six.

ASSESSMENT AND RECORD KEEPING

All class teachers will use their assessment of the children in their class to plan appropriate work in music. Class teachers will make an assessment of each child's progress in music and keep appropriate records of achievement.

Assessment is an on-going process brought about by:

- Observation of children working.
- Discussion with children before and after working.
- Looking at/marking children's work.

CROSS-CURRICULAR CONNECTIONS

On occasions work in music will have cross-curricular connections for example, art, Literacy. Where this is the case, these connections should be shown in teacher's planning for the curriculum areas involved.

CELEBRATIONS OF SUCCESS AND DISPLAY POLICY

It is important that children's success in music is acknowledged and celebrated appropriately. This can be done through the displaying of music work in classrooms and other areas of the school. It can also be done through performance of children's work to class, year group or school. Events will be displayed throughout the year on a music calendar displayed outside the staffroom.

SEN AND DIFFERENTIATION

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. Therefore music helps to focus on what makes children similar and equal – not different. Guidelines for teaching music to children with special educational needs (lower ability) are given in the scheme of work for music.

Where pupils have special educational needs which are not identified as being learning difficulties but require other special provision (e.g. technological aids) then we will as a school endeavour to make provision.

EQUAL OPPORTUNITIES

Children should not be discriminated against in terms of gender and race. All children should have the opportunity to participate fully in classroom music lessons and activities.

As part of the National Curriculum children will experience music from various

countries and cultures.

MULTICULTURAL THEMES

We live in a multi-cultural society. The Music work done by children in school should where possible reflect this (see also Section entitled "Equal Opportunities).

RESOURCES

Musical instruments are kept in a central storage area in the school corridor. These instruments include various glockenspiels, xylophones, chime bars, large drum, guitars, keyboards and a class set of Samba instruments..

Children should be taught from an early age how to use and care for all these instruments and also to check each instrument before returning it to its storage area. The music co-ordinator needs to be kept informed of any problems so that instruments can be replaced or repaired.

INDUCTION FOR NEW STAFF AND OTHER ASSISTANTS

The music leader will ensure that new members of the teaching staff and other assistants have copies of the Policy and Scheme of Work and understand how they are used. The music leader will also ensure that new members of staff are aware of the music resources available and have a clear understanding of the essential health and safety information contained within this Music Policy.

ROLE OF Music Leader

The music leader will:

Provide advice and assistance to all staff when requested ; lead a music assembly once a week where children will be taught new songs which they will sing at the Celebration Assembly once a week, organise resources to support the school music policy and scheme of work; co-ordinate purchasing, organisation and distribution of resources; arrange in-service support; liaise with outside agencies, other schools and colleges; keep abreast of new initiatives in the national curriculum and cascade knowledge and implement throughout the school, monitor Policy and Scheme of Work and liaise with the The Head Of School.

EXTRA-CURRICULAR MUSIC ACTIVITIES/PARENTAL INVOLVEMENT

Extra-curricular music plays a large and vital role in the life of Mount Hawke Academy. The Cornwall Music Service sends specialist instrumental teachers for key

board, drumming, guitars and brass. These lessons take place in school time for small groups of children who are selected for their music aptitude by the instrumental teacher or with the help of a short music test. Opportunities will be given to these children to celebrate their progress to the rest of the school for example in music assemblies.

Samba drumming is taught to Class Three by a specialist instrumental teacher for one hour each week and followed by a Samba Club.

Children who are involved with samba are encouraged to take part in various performances both in and out of school. Examples are the Camborne Lantern Parade in December and Murdoch Day, Redruth in June. All these activities provide valuable opportunities to link with the local community, parents and also to liaise with other schools. These opportunities will vary each year and will reinforce the fact to the children that music should be shared and should be seen as an exciting way of communicating and expressing feelings.

A School Band –from Year2 up, will be led by a local musician Dr Morrison-they will have a weekly club and show case their acts in school and go on tour to other schools to perform in assemblies.

Key stage 2 children to take part in the St Agnes Flora Dance in June.

Both Key Stages will also take part in Harvest, Easter and Leavers Assemblies and Christmas Musical Plays which will be organised by the music leader.

Parents are encouraged to attend musical performances where applicable.

Links with feeder school established –YR 6 transition day September Richard Lander and Samba band Richard Lander Assembly.

There are opportunities for the children to listen to various musicians and therefore to extend their musical experiences. These activities are monitored by the music leader.

M and M productions perform once a year to all the children eg Aladdin and The Railway Children.

A Talent Show has been held in the school every summer term led by the music leader and judged by school governors. This was a school Parliament initiative.

Yr4 Aspire Dance in the summer term Trebah Gardens.

The school will provide opportunities for Gifted and Talented Pupils-Cornwall Music Festival/School Talent Show/School Band Tour of Local Schools

Reviewed 1/9/17

To be reviewed September 2018

Subject Leader Cathy Powell