



Music Policy

2016

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Context

At Gomer Junior School all children will be given the opportunity to enhance their musical knowledge, develop their skills and understanding through effective programmes of work, based on the requirements of the National Curriculum (2014) Music Programmes of Study.

Aims for Teaching Music

- To develop a sensitive response to music and encourage the enjoyment and love of music through active participation or listening.
- To develop the necessary skills and concepts to meet the requirements of key stage 2.
- To provide continuity and progression through Key Stages 2, using a scheme of work, which will be reviewed and evaluated regularly.
- To involve the child physically, mentally, spiritually and socially through musical activities and experiences.
- To enable the child to use and understand sound as a medium of communication and expression.
- To enable the child to express ideas and feelings through music.
- To develop the child's potential, and to provide opportunities for those children with talent to receive instrumental lessons from peripatetic staff, play or sing and perform with orchestras, bands, choirs and ensembles.
- To develop the ability to perform, compose and listen to and appraise music with understanding and imagination.
- To develop personal qualities, such as, self-esteem, confidence, self-discipline, motivation and satisfaction through musical activities.
- To develop social skills, such as, co-operation, communication, tolerance and respect.
- To develop an awareness of musical traditions in a variety of cultures and societies.
- To provide equal opportunities for all children to participate fully in the musical life of the school, including those with specific talents or special needs; between boys and girls; children of different cultural backgrounds and religions.
- To ensure that children are taught how to hold or play an instrument correctly; and the proper care and treatment of musical instruments.
- To ensure that staff and pupils follow the Health and Safety Guidelines regarding the use of electrical equipment; blown instruments; headphones; movement of pianos and heavy equipment; reporting broken and damaged instruments; and careful control relating to noise and sound levels.
- To provide extra-curricular music opportunities whenever possible.
- To offer opportunities to use ICT whenever appropriate.

Assessment, Recording and Reporting

Recording information to support pupil's progress and achievements

Information for the recording of children's achievements and progress can and should be kept in several ways. These include: statements and comments, musical scores, electronic recordings and photographs. Music Statements on the foundation tracker assessment sheets should be completed by teaching staff.

This evidence will inform future planning and reporting to parents. Performances to audiences are a particularly useful way of assessment. They will also highlight those children more able in the field of music.

Achievements should be recorded over a period of time and be clearly linked to the elements of music suggested in the schemes of work.

Assessments in music should be derived from regular class based musical activities via:

- Observations, discussions and evaluations
- Individual/group performances
- Definite response questioning
- Stored information.

Reporting to Parents

The end of year report to parents will contain a section for reporting on musical achievement. Comments should identify the following: areas covered, strengths, progress, achievements and areas for improvement.

- Include what the child has learnt rather than just experienced.
- Suggest targets where appropriate
- Comment on attitude to lessons.

Peripatetic Music Lessons

The school offers all children in Year 4 the opportunity to learn a musical instrument through the HMS Listen to Me initiative. There is no charge to the children. For the academic year 2016-2017 this will be: Brass, Strings and voice.

Pupils in other year groups are taught an instrument by school staff. This will be, recorders, djembe drums and recorder

Peripatetic music teachers work in school during the week and currently offer the following instruments:

Flute, piano, keyboard, drums, guitar, brass

In principle, places are offered to all pupils. However, there are a number of factors which affect the allocation of places:

- **Availability of places**
- **Demand for places**
- **Age of child**
- **Suitability to a particular instrument (Decided by the music teacher)**

Where demand exceeds availability, children are placed on a waiting list.

Fees for peripatetic instrument lessons are chargeable. The castings for these lessons are reviewed on an annual basis. They represent good value for money in comparison to private music tuition. Payment may be made in a lump sum or spread over several weeks using a payment card system. Online payment facilities are available through the school office.

Peripatetic teachers provide children with a practice diary in which progress and practice schedules are outlined. A report is provided at the end of the academic year.

School Choir

A school choir, open to all year groups, operates for a half hour session during the week. Children learn both traditional and modern songs and perform at school and local venues throughout the year.

Productions and Performances

Large scale musical type productions take place at Christmas and during the summer term. These mostly involve singing, both solo and unison but can include opportunities for children to play instruments.

A summer term music concert allows all children learning an instrument, or as part of the choir, to perform to parents.

Health and Safety in Music

Electrical Equipment

- All electrical instruments and equipment should be checked annually, by a qualified safety inspector.
- Any faulty equipment should be taken out of use immediately and the fault reported to the Music Leader or Head Teacher.

Headphones – Health and Hygiene

- Only headphones with a plastic/foam pads should be used. Headphones that fit into the ears should not be used in Hampshire Schools.

- Headphones should be cleaned after use by wiping the surface that touches the ears with a clean tissue, dampened in soapy water or a weak antiseptic solution. The headband should be inspected and any trapped hairs removed as these can transmit nits and lice.

Headphones – Volume of Sound

- To avoid serious damage to hearing children should be taught to use headphones safely i.e. Users should always make a test with the headphones held in the hands a few centimetres away from the ear so that, if necessary, the volume can be turned down before the ears are covered.
- The greatest danger exists when headphones are connected to equipment that was previously used to play sounds through its loudspeakers and the volume control was left in high position.
- Users should be encouraged to use only sufficient volume and no more and not to tamper with volume controls whilst wearing headphones.

Warning: Constant exposure to loud noises/sounds made directly to the ear, can result in permanent damage to the eardrum.

Blown Instruments

- No instruments that are played by being blown should be shared, unless the mouthpiece is changed or sterilised between each playing.

Movement of Heavy Equipment and Pianos

- Children must not move any heavy equipment or pianos.
- If equipment is too heavy for a member of staff to move, seek advice from the Head Teacher.

Maintenance of Instruments and Equipment

- Broken or damaged instruments or equipment should be immediately withdrawn from use and reported to the Music Manager or Head Teacher.
- Pianos require tuning at least once per year.

