



MUSIC POLICY

Approved by: Board of Directors on 10th February 2016

Effective From: December 2015

Review Date: December 2017

Next Review Date : December 2019

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What is our Philosophy?

In the Heathland Whitefriars Federation we believe that Music is a unique way of communicating. Through appropriate, stimulating and enjoyable learning situations pupils develop an understanding of and appreciation for music, experiencing its unique way of communicating and its power as a vehicle for creative personal expression. Music plays an important part in pupils' personal development as it develops mind and body and is essentially a social activity. It reflects the society and culture in which we live and helps pupils learn about societies and cultures from other times and places. Fundamentally, pupils learn through their experience of music as listeners, performers and composers.



Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

What are our Aims?

We aim to deliver a rich and varied programme, providing children with opportunities to develop their musical abilities and competence, and to develop their artistic, creative and aesthetic understanding through music. Our aim is to ensure that pupils:

- learn how sounds are made and then organised into musical structures
- learn how music is made by the voice and a variety of instruments
- learn how music is composed and recorded (including notation)
- learn how music is influenced by time, place and purpose
- develop the inter-related skills of performing, composing and listening to music



Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Our Approach to Teaching and Learning

Progress in Music happens over time as pupils gain increasing mastery in developing skills and develop their knowledge and understanding. Assessment includes not only what children perform but also the process used to achieve it, what they understand about the music they have made and how it fits into a wider cultural context.

To enable musical learning it is essential that the activities of listening, composing and performing are taught together and that children learn most about music by being involved in making it. Skills are not taught in isolation but developed as part of richer musical activities. Children are given regular opportunities to evaluate their own and others' work.

Pedagogical Approach

Music is taught through practical music-making as far as possible, supported by experience of live and recorded performance of the highest quality available. Singing is at the heart of the curriculum – it's the instrument everyone has available.

Children's musical learning is taught in units which can be linked to class topics, productions, or have a distinct musical focus. Each unit will combine elements of listening, composing and performing and give an opportunity for each child to develop their skills progressively.

All children are entitled to opportunities for high quality musical learning. Activities build on prior attainment and experience and provide challenge. Expectations are high and ambitious at all levels.

Assessment includes not only what children perform but also the process used to achieve it, what they understand about the music they have made and how it fits into a wider cultural context. Assessment is supported by video, audio and photographic evidence where appropriate.

Resources are provided to support the range of abilities, needs and stages of progression of the children. Children learn to manage resources and to respect and value them.

Children are given the opportunity to create new music and to recreate existing pieces of music. A wide range of music is used from many cultures and periods of history.

In addition all children experience being part of a class/year group production each year – these normally involve a degree of musical activity.

Each phase has a regular singing practice to develop a repertoire of songs for assemblies, including songs supporting our RRSA status, Values programme, and cultural seasons and festivals.

There is a wide range of extended opportunities for children – e.g. learning a musical instrument, singing in a choir, playing in an ensemble – provided by school staff and outside providers working in partnership. These currently include school choir, gospel choir, school orchestra, guitar club, rock band and dhol club.

Protocols

Specialist music teaching is provided where possible. Partnerships with staff from Harrow Music Service and other outside organisations are essential to the provision within the Federation.

The Federation maintains a wide range of classroom instruments, an extensive stock of printed and digital resources (e.g. songbooks, music for ensembles, etc.) and a number of instruments for specialist lessons and groups (some provided by Harrow Music Service).

Full use is made of opportunities which arise for children to perform with others (e.g. across the Federation, Borough Festivals, etc.) and/or in the wider community.

All children are given opportunities to learn to play instruments – e.g. ocarinas, WCIVT projects, steel pans – and to take up small group instrumental lessons (which are heavily subsidised by the school).

Signed _____
(Music Faculty Leader)

Date _____

Signed _____
(Executive Head Teacher)

Date _____

Signed _____
(Chair of Directors)

Date _____