



BROADWATER
CHURCH OF ENGLAND
PRIMARY SCHOOL

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Music Guidance

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22

It is this fruit that, in partnership with parents, we will instil in the children of our school.

Music Guidance

What is our Understanding of the Arts?

At Broadwater, we understand the term Arts is a generic description for an aspect of our creative curriculum. It is based around the teaching and learning of Art, Dance, Drama and Music to enrich the curriculum and enhance the stimulating learning environment.

Art ~ we provide the children with a wide range of experiences, in all mediums, to enable them to gain and use skills, make choices and express themselves confidently.

Dance ~ we focus on linking movement with music, rhythm, emotion and actions which allows children to express themselves with energy and increasing body awareness.

Drama ~ we use drama to unlock the children's imagination, to allow children to express themselves creatively while building confidence and self-esteem through speaking and listening.

Music ~ we provide the children with experiences to develop music skills to express and communicate ideas, thoughts, enjoyment and feelings through active involvement in listening, composing and performing.

Why do we believe Arts is an important aspect of our provision?

Broadwater is committed to the provision of a creative curriculum allowing the teaching staff to provide a broad range of teaching strategies in their day-to-day work. We provide a stimulating learning environment including role-play areas, displays based on impact, vocabulary and interaction which all interlink enhancing learning. It is our understanding that the arts play a vital role in enabling the children to be creative, providing access to the curriculum, regardless of gender, ability, cultural or ethnic origin. We believe that the arts within the school encompass art, dance, drama and music through cross-curricular links, independent based learning, specific timetabled allocations along with extra-curricular clubs and performances.

INTENT

Aims of this subject:

- To foster children's understanding and enjoyment of music through an active involvement in listening, composing and performing.
- To develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work such as listening, creativity, intuition, aesthetic sensitivity, perseverance, self-esteem and awareness of others.
- To encourage every child to develop musical skills through which they can express and communicate ideas, thoughts, enjoyment and feelings.
- To encourage children to reflect on various types of music developing their ability to make judgements of musical quality and extending their own personal interests in music.
- To develop their understanding and appreciation of other cultures, traditions and places through the exploration of various styles of music from around the world.

IMPLEMENTATION

Organisation:

Music Guidance

Where possible the music should link to the creative topics within the school. Music should be taught for the equivalent of one session per week in line with the National Curriculum requirements for the subject. Children should have the experience of 45 minutes a week in KS1 and 45 minutes in KS2. This can include other cross curricular activities linked to music or daily singing/worship. There is a scheme of work 'Charanga' which can be used for years R to 6. This scheme includes medium term plans, individual lesson plans and a range of stored music styles and media. It can be included as a musical starter and also provides whole units of planning.

Each class has an allocated 45minute slot in the studio, which should be used for the weekly music lesson. However, it is acceptable for this time to be used for drama/literacy activities provided that music teaching still occurs at another slot in the timetable. Therefore, some music lessons may take place in the classroom and resources will need to be transported from the music room to class and back again. Throughout the week there should be regular opportunities for singing across the curriculum areas.

In addition, all children will:

- Sing in class, assemblies and worship through song and music.
- Have the opportunity to learn an instrument under the West Sussex County Council Music Service from Yr. 1-6. (West Sussex may recommend a different minimum age to start musical instrument lessons).
- Participate in a school concert or production. This can take many different forms.
- Have the opportunity to attend an extra-curricular music club at lunchtime or after school (Yr1-6).

In addition to this, the school will endeavor to maintain and establish links with outside agencies in order to provide performances/workshops for the children and opportunities for outings/visits to concerts and other musical events.

IMPACT

Assessment arrangements

Music is assessed in line with the school's policy for assessment and record keeping. Children's attainment in music is reported at the end of the year in the annual report to parents. Pupils will be formally assessed twice in music in the course of a year. A band assessment for each child will be given at the end of the year on Target Tracker to inform the next teacher. It is important to note that the process of music making is as valid as the end product and assessment of pupils should take this into account. Evidence of music should be made through recordings rather than photographs.

Assessment strands are used to provide a more structured basis for assessment in music. Opportunities for Gold Book and celebrating children's work should also take place for successes in music.

Resources

Every teacher has access to a range of musical instruments and resources, which are kept in the studio. These instruments may be taken to classrooms but must be returned to the correct place after the lesson. Staff should speak to the music coordinator if resources are required for a longer

Music Guidance

period e.g. displays. Each class teacher is responsible for the correct use of instruments and equipment and should reinforce this to pupils. Any damage or breakage should be reported to the music coordinator immediately. Staff can access published materials which are stored in the studio. Each class also has access to a computer and various software for music. Teachers are encouraged to use 'Charanga' Music Program to plan, teach and assess children's musical progress.

In addition to these resources, there is also an electric piano in the hall. Any requests for additional resources should be referred to the music coordinator.

Other policies and guidance linking

Teaching and Learning Policy, Assessment Policy, Planning Policy, Behaviour Policy, Feedback and Marking, Policy, Equal Opportunities Policy, Early Years Policy, ICT guidance, SMSC guidance, Display guidance, Risk assessments and Health and Safety Policy.

Responsibility for subject – in class, coordination, management / monitoring / evaluation

The music coordinator's responsibilities are:

- To understand the requirements of the National Curriculum for music.
- Support staff in planning and teaching music.
- Attend appropriate INSET meetings to keep up to date with new developments in music and arrange school-based training for colleagues.
- Monitor pupil standards of achievement.
- Develop, implement, monitor and update the music guidance and schemes of work.
- Manage music resources.
- Liaise with other subject coordinators and the Head Teacher.
- To manage the purchasing, collection, evaluation and organisation of resources.
- In partnership with the Headteacher and Leadership and Management Team be responsible for the monitoring and evaluating of music.

In addition to this, are other responsibilities that can be incorporated into the music coordinator's role, or given to another member of staff as an additional responsibility.

- The management of peripatetic staff.
- To coordinate the extra-curricular clubs provided in terms of who, when and what.
- Liaising with peripatetic staff as appropriate.
- Organising and producing the Christmas, Spring and Summer productions or concerts in liaison with the music coordinator and other staff.