

# St Michael's CE Aided Primary School

## Music Policy

### Why learn about music?

Music plays an important part in our lives. Learning about music in school helps children to:

- enjoy a wide range of music and make music themselves
- increase use of their imagination, creativity, aesthetic sensitivity and fulfilment
- express themselves and develop emotionally
- understand alternative forms of communication
- concentrate and become more self-disciplined
- develop their ability to listen with intent
- develop practical skills
- be encouraged in active involvement with other children to make music together
- foster pupils' sensitivity to, and their understanding and enjoyment of, music through an active involvement in listening, composing and performing
- be provided with the expression and development of individual skills and the sharing experience of cooperating with others. Singing, playing, composing and listening can give individual and collective satisfaction
- develop an awareness of musical traditions and developments in a variety of cultures and societies
- have the opportunity to experience a feeling of fulfillment which derives from striving for the highest possible artistic and technical standard.

Music is part of our history and can be a good way to discover the past and understand the present. It can also bring other subjects to life - from maths and reading to geography and science.

### Aims

- To provide a range of interesting and stimulating activities which will develop musical awareness and introduce children to a wide genre of music from a range of cultures
- To gain knowledge and understanding of basic skills, facts and concepts in order to enjoy and appreciate music

- To inspire and encourage confidence and a feeling of achievement, both individually and co-operatively, when listening to or taking part in a wide range of musical activities and performance
- To create a strong musical presence within the school through a variety of musical activities and performances, including a school choir, regular whole school singing practice and orchestra
- To offer a wide range of musical instrument lessons from peripatetic teachers

## Objectives

### Teaching and Learning

- Throughout the school, music is an integral part of the school curriculum and is taught as a whole-class subject.
- There will be frequent whole-school singing sessions
- There will be opportunities for small groups of children to take part in music lessons for specific instruments

### Skills and Attitudes

- Musical skills and attitudes will be taught through structured practical activities that build children's confidence in their musical ability
- To develop a secure knowledge of musical skills and concepts across the primary age range
- To develop a positive attitude towards music as a necessary and valued life skill

## Use of ICT

A variety of ICT is used across the music curriculum to support and encourage children's learning, most particularly for children to record and playback their compositions and performances. Computer software is used to support music composition.

## Cross-Curricular links

Music can be incorporated into every subject across the curriculum.

### Links with literacy

Examples of musical activities and tasks which support the development of literacy:

- Listening skills: associated with creating rhythmic patterns using syllables and rhyming patterns using structure
- Comprehension: when an appropriate sound response is made to given words and phrases to enhance the meaning
- Reading musical scores: following the same left to right procedure and interpreting symbols and introducing vertical as well as horizontal reading (linked to bus/train timetables for example)
- Speaking: developing the ability to evaluate and discuss musical sounds using appropriate vocabulary
- Story structure: with beginning, middle and end and musical structure, with introduction, middle section and coda
- Characterisation of a plot: as in songs or music which have a story
- Recognising silent letters: as with a symbol for a rest in music
- Punctuation: commas and semi colons to indicate a space of time - in music, phrase marks or comma above the musical stave and a full stop at the end is like a double bar line in music

### Links with numeracy

Examples of musical activities and tasks that support the development of numeracy:

- Number sequencing - metre (beats in a bar)
- Time and space, linked to tempo and duration
- Patterning - rhythmic and melodic repetition, symmetry - a rhythm or melody played backwards
- Counting - layers of sounds in musical texture and rounds and accumulative songs

Children learn songs from the past and from other cultures to support Humanities; musical awareness is used to explore dance in PE. Children learn songs for school assemblies and Christmas and Easter services and concerts which are incorporated into the RE syllabus.

### Equal Opportunities and Equality

Music is planned to meet the needs of all learners regardless of their gender, background and culture, physical or cognitive development. Learning objectives are set to meet these in line with our Special Needs Policy.

### Planning and Resources

*The Curriculum Map* (long term plan) outlines musical development and practical activities across the Key Stages using Music Express.

*The Scheme of Work* (medium term plan) that comes from Music Express highlights coverage of: listening, improvising, performing and composing; the development of skills, knowledge and understanding through making and responding to music from contrasting cultures, times and traditions vocally and instrumentally and using a variety of stimuli.

To support the implementation of the Scheme of Work, the teachers use a variety of teacher resource books and listening material identified in the scheme of work. There is a comprehensive selection of un-tuned percussion instruments and some tuned percussion that should be used in lessons.

Music Express supports the 2014 curriculum and is a teaching resource that helps those who may be less confident in the teaching of Music. It gives lesson plans that are separated into three 10-minute parts. These parts can be taught together or at different times throughout the week. Teachers may adapt and add to the scheme if confident, which should enrich the learning experience of the children within music lessons. The scheme offers a range of listening opportunities, which should be developed through the use of questioning to develop children's opinions on different genres of music. In addition to this, children in Year 4 have the opportunity to learn the violin as a whole class session. The teaching for this is provided by the County Music Service.

### Assessment, Recording and Reporting

We assess the child's musical development through assessments that are diagnostic, formative and summative. Diagnostic and formative assessments are part of the teacher's lesson plans (Music Express) and the summative assessment is made at the end of each module of work on Music Express assessment format.

Recording children's musical achievements and progress is accomplished in a variety of ways:

- Visual recordings - photographs, art work
- Sound and visual - digital video camera
- Written evidence through graphic and conventional scores and the written language

- The annual report to parents, on the child's progress and attainment is informed by the summative assessments.

### Monitoring and Review

This policy will be reviewed and monitored by the *Governors' Curriculum Committee*.

	Staff	Curriculum Committee	Governing Body
Policy agreed by	19.1.2015	22.01.2015	28.01.2015
Policy reviewed by	08.1.2015		
Coordinator	Rachel Buchanan		