

Music Policy – Cheadle Primary School

Rationale

Music contributes to the school curriculum by providing a powerful and distinctive form of communication and expression.

Music can change the way children feel, think and act. It affects emotions and moods providing the opportunity for personal expression, reflection and emotional well-being. Music is an integral part of culture past and present.

The teaching of music deepens and extends everyday experiences, providing new opportunities and forging important links between the home, the school and the outside world.

Aims

- To develop an understanding, appreciation and enjoyment of music.
- To give all children of all abilities the opportunity to perform, compose, listen and appraise a wide variety of music.
- To give children who show a particular aptitude for music, the chance to develop their musical talents in many ways.
- To experience the powerful emotions that music can evoke.

Objectives

By the end of KS 1 pupils should be able to -

- Investigate, choose and combine sounds to produce a simple composition.
- Use simple recording techniques to communicate them to others.
- Listen attentively and respond to music from a variety of styles, times and cultures and identify the main elements.
- Perform simple rhythmic and melodic patterns by ear and from symbols.
- Sing in a group and play simple instruments demonstrating some control of the sounds made.

By the end of KS2 the children should be able to -

- Devise and develop musical ideas within simple structures.
- Communicate musical ideas to others.
- Record compositions through the use of notation.
- Distinguish instruments, recognize styles and respond to changes in the character and mood of a wide variety of music.
- Perform in a group maintaining a simple part independently of another part.
- Sing a wide range of music as outlined in the scheme of work.
- To listen to and talk about music from different historical periods and cultures.

School Organisation

Each class will receive some specialist music tuition through choral singing and preparation for school productions.

For other music lessons class teachers will be responsible for their own planning and teaching of music.

Access to Resources

Reception and Year 1 have a permanent range of percussion instruments in classrooms.

Other percussion instruments are located in the cupboards on the stage. Please ensure these are returned after use.

A large number of songbooks, music and musical games are available in the resource area in the staffroom.

Peripatetic lessons are available for woodwind, violin and guitar.

Classroom Organisation and the Role of the Teacher

On many occasions music will be taught as a class activity but there will be opportunity, particularly with composition and performing work, for group and individual tuition.

Reception

As much opportunity as possible should be given for singing for pure enjoyment. These songs can often be accompanied with simple actions and percussion parts. Listening skills need to be introduced as early as possible, to a wide variety of sounds and styles.

Years 1 to 6

Singing – The class teacher, using CDs and SingUp, should encourage the children to develop skills of dynamics and interpretation of the songs. Often a five minutes singing session at the end of the day can prove very beneficial.

Instrumental – Much of this will be covered in the recorder sessions but children should have the opportunity to experience percussion instruments, tuned and untuned, as accompaniments to songs or within composition work.

Listening – This should be a part of all lessons in singing, composition and listening specifically to music of different styles and cultures. Not every week, but three or four times a term, each class could have “Music of the Week” that is played at some point each day. Teachers should also draw the children’s attention to the music played in assembly whether it is live or recorded.

Composition – Needs to be developmental as set out in the scheme of work. All compositions should be recorded as soon as possible in various forms.

Planning Objectives

- To set clear achievable goals – objective linked overall objectives set out for each lesson
- To ensure work is matched to ability and expectation
- To ensure progression
- To provide the criteria for assessment and evaluation

The Role of the Co-ordinator

The Governors and the Headteacher have overall responsibility for the delivery of the curriculum, the co-ordinator will monitor the delivery and development of the subject throughout the school. The results of this monitoring will be reported back to the governing body. The co-ordinator is also responsible for the organization and ordering of resources and the management of the music budget.

Assessment and Record Keeping

Ongoing teacher assessment is always vitally important but specifically records should be kept of :-

- Any recorder certificates – list on Record of Achievement.
- All children singing in groups (KS1) and individually (KS2) – by the music specialist.
- At least one recorded composition per year from Y2 onwards.

Special Needs

Music is a subject that can be experienced by all children at all levels. All children should be given the chance to perform in singing and instrumental activities. Appropriate provision should be made for pupils with a hearing impairment, who need to use equipment that visually records and displays sounds.

Community and Parental Involvement

Parents are asked to encourage and support the children's music making at home through regular practice. Any parental expertise is always used and developed in school. School groups such as the choir, orchestra and recorder groups play regularly in the local community.

Equal Opportunities

All children should have the opportunity to experience all types of music from all around the world. Specific attention should be given to encourage boys to take part in musical activities. Care must also be taken to avoid gender stereotyping of instruments e.g. flutes for girls, trumpets for boys.

Extra Curricular

The school will continue to encourage and develop extra curricular musical activities. At present this consists of :-

- Orchestra
- Choir KS1 and KS2
- Recorder groups across KS1 and KS2

Evaluation

The Children-

Attitudes:

1. Are they enjoying the music making?
2. Do they participate spontaneously or only in directed activities?
3. Are there opportunities for them to evaluate their own efforts?
4. Do they have strong musical preferences?
5. Do they recognize their own development and growth?
6. Are they curious? Do they ask questions?
7. Is there evidence that they are developing sensitivity?

Listening:

1. Are they aurally alert?
2. Can they memorise? Does their aural memory last for an increasing period of time?
3. Do they recognize patterns?
4. Can they recognise differences in pitch, timbre, rhythms etc?
5. Can they recognize styles?

Performing:

1. Do they sing?
2. Do they have enough technique (vocal and instrumental) to participate in creative activities?
3. Can they perform with confidence and where appropriate maintain an independent part?
4. Can they perform with sensitivity?
5. Do they understand notation?