



Corporation Road Community Primary School

Music Policy

To be approved by the Governing Body

Chair of Governors: Mrs Val Johnston

Date: June 2018

To be reviewed: October 2020



Introduction

At Corporation Road Primary School we believe music should be shared and should be seen as an exciting way of communicating and expressing feelings.

It is a powerful and unique form of communication that can change the way pupils feel, think and act. It increases self-discipline and creativity. We believe that singing in particular increases confidence and raises self-esteem.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum and music lessons

Key stage 1

Pupils should be taught to:

- ✓ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ✓ play tuned and un-tuned instruments musically
- ✓ listen with concentration and understanding to a range of high-quality live and recorded music
- ✓ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- ✓ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ✓ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ✓ listen with attention to detail and recall sounds with increasing aural memory
- ✓ use and understand staff and other musical notations
- ✓ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ✓ develop an understanding of the history of music.

Foundation stage and key stage 1

In Foundation Stage, through planned teacher-led and child-initiated learning, children work towards Early Learning Goals for expressive arts and design, including music. Children sing songs, make music and dance and experiment with ways of changing them. They represent own their own ideas, thoughts and feelings through music and dance.

In KS1 we use songs across the curriculum to motivate, inspire and enhance learning. Children listen carefully and respond physically to a wide range of music. They play instruments and sing a variety of songs and rhymes from memory, adding accompaniments and creating short compositions with increasing control, imagination and confidence.

Children explore and enjoy the way sounds and silence can create different moods and effects. All teaches use singing to motivate, enthuse children and to enhance learning in all areas of the curriculum. Reception and Key Stage 1 pupils take part in singing practice once a week and perform for Harvest Festival and Christmas Production every year.

Key Stage 2

Children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise and develop their own musical composition with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different music from different times and cultures.

Children have the opportunity to be taught by a specialist teacher from Durham Music Service. This changes on an annual basis. All Key Stage 2 pupils take part in singing practice once a week and perform in the annual Christmas Production/Concert.

At all key stages music teaching will:

- ✓ Develop each of the skills of performing, composing and appraising.
- ✓ Extend these skills by applying listening skills and knowledge and understanding of music.

Through the curriculum, by making and responding to music, pupils should be helped to understand

- ✓ How sounds are made, changed and organised, for example, through the use of musical elements and structures
- ✓ How music is produced, for example, through the use of instruments and musical processes including relevant symbols and notation
- ✓ How music is influenced by time and place, for example, how it can be affected by the venue, occasion and purpose

Assessment, Gifted and Talented and SEN

All class teachers will use their assessment of the children in their class to plan appropriate work in music. Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social and emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently or as a group. Most musical activities work well as class lessons and are appropriate for all children of any ability. Therefore music helps to focus on what makes children similar and equal not different. Where children have special educational needs which are not identified as being learning difficulties but require other special provision (e.g. a child with hearing difficulties/wearing hearing aids) or partially sighted, we as a school will endeavour to make relevant provisions.

Any Gifted and Talented children will be listed with the SENCO in school and those children will be encouraged and challenged where appropriate both in school and during any extra curricular activities. They will be encouraged to work with and support other children and to perform to others on a regular basis.

Equal opportunities

Children should not be discriminated against in terms of gender or race. All children should have the opportunity to participate fully in classroom music lessons and activities.

Resources

The school has a central collection of un-tuned percussion instruments, including Fairtrade African instruments. These boxes are stored in shared areas and should be regularly checked for losses and breakages.

Year 4 have their own recorder. Children should be taught from an early age how to use and care for the instruments and also to check each instrument before returning it to its storage area. The Music Co-ordinator needs to be informed of any broken or lost instruments to be fixed or replaced. School songs are available on the school server for class singing and whole school singing.

Role of the Music Coordinator

The music co-ordinator will:

- ✓ Provide advice and assistance to all staff when requested, in order to implement the music policy consistently throughout the school;
- ✓ Organise resources to support the music policy and schemes of work
- ✓ Co-ordinate purchasing, organisation and distribution of resources
- ✓ Arrange in-service support
- ✓ Liaises with outside agencies and other schools
- ✓ Monitor the Policy and Key Skills covered from the National Curriculum
- ✓ Promote extra-curricular activities

Extra-curricular activities and parental involvement

Durham Learning Service (Music) provide specialist instrumental teachers for a variety of instrumental lessons.

Parents are regularly invited into school to assemblies and to watch seasonal performances. Community events also take place where children and parents are invited to sing in the local community.

Such activities provide valuable opportunities to link with the local community, parents and to liaise with other schools. These opportunities will vary each year and will reinforce the fact to children that music should be shared and should be seen as an exciting way of communicating and expressing feelings.

Future Development

- ✓ Continue to develop opportunities for pupils to share their music with others
- ✓ Maintain and extend community links
- ✓ Develop songs linked to collective worship