

Music Policy



Introduction:

Music is a powerful, unique form of communication that can change the way children feel, think and act. It brings together intellect and feeling, enabling personal expression, reflection and emotional development. Music promotes children's spiritual, cultural and social development.

The learning of music develops an awareness and appreciation of musical traditions, past and present, in a variety of cultures and societies. This helps children understand themselves and relate to others, creating important links between the home, school and wider world. The teaching of music develops children's ability to listen and appreciate the wide varieties of music as well as allowing children to make judgements. Music encourages active involvement in different forms of music making, both individual and with others. It also increases self-discipline, creativity and fulfilment.

Aims and Objectives:

At Delph Side we aim to:

- Provide all children with an education in music that is stimulating, enriching and inspiring through curricular and extra-curricular learning.
- Encourage confidence in all children through active involvement promoting children's interest, self-reliance and motivation.
- Develop an understanding and appreciation of different types of music and increase an ability to make judgements of musical quality.
- Teach music through Charanga and the Expressive Arts Development area of learning within the Foundation Stage.
- Provide all children with the opportunity to express themselves creatively and to develop musical skills through an understanding of pitch, rhythm, dynamics, duration, timbre, texture and structure, using both instruments and their voices.
- Develop performing, composing and appraising skills by applying listening skills and knowledge and understanding of music.
- Become aware of how music is produced, for example, through the use of instruments and musical processes including symbols and notation.

Foundation Stage:

Musical aspects of the curriculum for the Foundation Stage are found under the heading 'Expressive Arts and Design' in the Early Years Foundation Stage (EYFS) Curriculum, detailed in EYFS Outcomes. Requirements in Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. The Early Learning goal states that by the end of the Foundation Stage children should be able to:

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Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Foundation Stage Planning, Learning and development at Delph Side Primary School will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Children will be taught to recognise and explore how sounds can be changed, sing simple songs from memory, identify repeated sounds patterns and match movements to music

Key Stage One and Two:

Charanga:

Through the Charanga Musical School programme, the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources have been specifically designed to motivate and capture each individual's personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

The key areas to be taught in the National Curriculum and through Charanga are:

Performing

Singing will be the core of all musical activities at Delph Side. Children will learn to copy back small sections of songs gradually increasing until they are familiar with the whole song. It is desirable that children should learn actions at the same time as lyrics and tune, serving as an aide memoire. In turn, actions can reinforce lyrics and musical elements.

The emphasis on the teaching of tuned and untuned percussion instruments is taught with the teacher acting as a role model. As tuned percussion is a new element at Key Stage One careful planning is required.

Listening

The ability to listen is a prerequisite to all forms of learning. It is therefore essential that children have regular opportunities to listen to music. Listening to music supports communication enabling children to participate in all aspects of music making.

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Recorded music will be used in assemblies and in class. Live music can be introduced by teachers or parents who are musicians or by inviting live bands into school e.g. *The Lazy Mondays*.

Creating

The National Curriculum states that children should create and combine sounds. This can be taught through the dimensions of music. Pitch, duration, dynamics, tempo, timbre, texture and structure.

Understanding

The understanding of music does not come into effect until Key Stage Two. Children will learn to understand staff and other notation. Graphic scores will help children keep a simple record of their work.

The history of music will be taught through timelines and linked to other curriculum areas.

Expectations:

At Delph Side children will be taught music at a level that is appropriate to their own individual need.

It is expected that children will achieve Age Related Expectations' (ARE). However, some children will need to access the music curriculum through differentiated activities.

Planning and Organisation:

Planning is adopted from the Charanga scheme offering a creative cross curricular approach. Key skills in learning will be focused on ensuring the National Curriculum for Music is fully covered.

Special Educational Needs (SEN):

At Delph Side, we respect the individuality of every child. It is therefore important that class teachers are providing provision for children with SEN, allowing them the same freedom and expression and access to equipment as the rest of the class. Children with SEN often obtain personal satisfaction and enjoyment from singing, performing and listening to music.

Children may have a range of needs such as learning difficulties or hearing, visual or moving impairment. It is therefore essential that consideration is taking such as: using percussion instruments that are very low pitched and resonant, reducing background noise, paired tasks and visual reinforcement for children with hearing impairment. Brightly coloured instruments, reflecting light or paired tasks for children with visual impairment. For those children who have movement impairment, instruments should be easy to grasp, that are sensitive to slight movements and paired tasks.

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If advice or assistance is needed the class teacher should consult the subject leader for music or the head teacher, who will endeavour to reach a satisfactory solution.

Able and Talented (A &T):

The music curriculum gives children plenty of opportunities to express themselves. Children who are Able and Talented quickly make themselves known. It is important that A & T children are being provided for within music lessons.

Identifying A & T children by observing children who are usually confident in singing, able to naturally keep a steady pulse, copy patterns and understand pitch. Within lessons, children can be asked higher level questions, be allowed to express their opinions, be given opportunities to lead (such as conducting or leading a group singing) e.g. a round whilst the teacher leads another group

A & T children should also be encouraged to join in extra-curricular activities such as recorders, ukulele, the choir and guitar lessons.

Assessment and Monitoring:

Assessment in music is carried out every half term. Children are assessed on key skills through 'Age Related expectations; below, at or above. Data is collected each half term and recorded on Otrack by class teachers for monitoring by the subject leader. Data is analysed against key groups. A graph is produced identifying area to be developed.

Enrichment:

Whole school singing takes place weekly. Performances take place at Christmas for Key Stage One and Two, in the form of a Christmas celebration, often including a nativity with an appearance from the Foundation Stage children. The Nursery children have their own performance in which they sing adapted nursery rhymes linked to the Christmas theme.

Children are invited to attend extra- curricular activities through the University of Delph Side prospectus. These opportunities have included, the school choir, recorders, sing and sign, talent group and ukulele lessons.

The school choir performs at a variety of venues such as the local residential home, Skelmersdale College, Liverpool Echo Arena and a local supermarket.

Each child will be given the opportunity to learn an instrument as part of the 'Wider Opportunities in Music' scheme, for at least 2 years of their Primary school career. The scheme is funded by the school and will continue as long as the budget allows.

Resources:

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A music trolley equipped with a range of tuned and untuned percussion instruments is located in a central music cupboard for classes to access when required. From year 1 each class has their own set of recorders. A digital piano keyboard is situated in the hall and used for the teaching of singing and the playing of hymns in assemblies. A sound system with tape and CD player is available in the hall.

Equal Opportunities:

Class teachers should ensure that all children are provided with an equal opportunity to access music lessons whatever their background. Therefore, teachers will be committed to using their best endeavours and resources to ensure all activities are managed carefully. Ensuring children are not discriminated in any way irrespective of their religious belief, gender, race, ability or social circumstances.