

Atwood Primary School



Policy for Music

Music is concerned with organising and responding to sounds.

Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.

Aims

Music at Atwood Primary School aims to:

- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions
- Develop a child's understanding of music through these activities
- Give children the opportunity to perform music both vocally and with instruments
- Encourage the children to explore the wide range of sounds
- Give them opportunity to compose music and express their ideas and feelings through music
- Experience listening to music of a variety of styles and cultures
- Develop a child's appreciation of the richness of our musical heritage
- Encourage high standards in performance
- Encourage children to express ideas and opinions about music
- Give each child the opportunity to develop their musical talents
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others

Principles of Learning

Music is important because it can provide fulfilment throughout life. The following list of skills and attributes can be gained through participation in musical activities. It will be clear that these also contribute to the whole school curriculum.

- A sense of achievement - individual and collective
- Social skills such as co-operation, tolerance, self-confidence and perseverance
- Ability to discriminate
- Listening skills
- Sensitivity to sounds
- Imagination and inventiveness
- Ability to analyse and solve problems
- Concern for accuracy

- Ability to memorise
- Develop attention to detail
- Communication skills, self-discipline and self-evaluation
- The illumination and extension of studies in other curriculum subjects
- Higher standards of application and concentration in all areas of work

Music Curriculum Key stages 1 & 2

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2000 where the 'programmes of study' are divided into four areas:

Controlling sounds through singing and playing – performing skills

Performance essentially provides opportunities for children to present their work and the work of others through singing and playing. This is very useful in motivating pupils and they should be given as many opportunities as possible to present their work to a variety of audiences.

Children will develop the ability to sing with increased confidence an expanding repertoire of songs. They will show an increased awareness of how the voice works and how to perform with sensitivity to moods, dynamics and expression.

Creating and developing musical ideas – composing skills

Composition involves the development of musical ideas to create an original piece. As children progress through the curriculum, new musical skills and concepts will be developed and should be encouraged to appear within compositions. Compositions should be recorded using a variety of methods, including graphic scores (a written record using symbols), rhythm squares/grid notation, musical notation (using musical notes on a staff) and recordings on CD and video.

Responding and reviewing – appraising skills

Children should be encouraged to talk about the progress they have made, the performances they have taken part in and heard and music that they and others have composed. Through the process of appraising, children will self-assess their own compositions and will learn how to improve their work and the work of others.

Listening, and applying knowledge and understanding

Children are taught to listen to a wide variety of music, both live and recorded, for longer periods of time. They should be able to describe in greater detail aspects of the music heard in relation to mood, style, instrumentation and structure. Teachers should be asking questions that promote thought and discussions regarding musical structure, elements and instruments. Children should also have the opportunity to explore how the music makes them react, and why they feel in this way.

Music Curriculum Foundation Stage

The Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the area of 'Creative Development'. Children aged 3 to 5 will move through the curriculum using progressive 'stepping stones' (yellow, blue and green) and these are the foundations for achieving the 'early learning goals'. During the Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

Principles of Teaching

- The Music Curriculum has been developed to integrate national guidelines with QCA units and class topics and themes (cross-curricular links)
- Music is taught throughout Foundation Stage, Key Stage 1 and Key Stage 2 by the Music Coordinator
- Each class (reception to year 6) receives a total of one hour's music teaching per week. Nursery pupils receive a weekly half-hour lesson. In addition, years 1 to 6 attend a weekly music assembly for each key stage.
- Differentiation is achieved by outcome, by task and through teacher's planning
- All pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations
- During music lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by the teacher or pupils) appropriate to the task set. Children have the opportunity to work in groups of both mixed and same gender and ability
- Pupils with special educational needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability
- Children who demonstrate a talent for music through musical skills beyond their age will be given extra challenges through differentiated work and questioning, and through extra-curricular activities and performing opportunities
- Children are encouraged to use their own instruments, including the recorder, during composing activities
- Regular opportunities for performance are given including Christmas and summer concerts, instrumental concerts and music assemblies
- Pupils regularly attend concerts organised by Croydon Schools' Music Association and the London Mozart Players, and some students are able to participate in the annual CSMA Festival of Music
- Additional music activities include school choirs (Infant and Junior), orchestra, a flute ensemble and recorder club which rehearse weekly
- Peripatetic teachers are available for tuition at a fixed cost on violin, cello, double bass, guitar, piano, trumpet, trombone, fife and flute, clarinet and drum kit

- Pupils' achievements are celebrated in display and performance opportunities

Role of the Music Coordinator

1. Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile at the School.
2. To update and administer school music curriculum and oversee its implementation by other staff.
3. Keep up to date with developments in music through reading and course attendance etc.
4. Report back on courses attended.
5. Encourage staff to go on appropriate in-service courses.
6. Advise and support staff with music.
7. Be responsible for overall cataloguing, storage, purchase and upkeep of all school music resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
8. Regularly review and update the school policy statement and guidelines as required (outlining the aims, objectives and philosophy involved in music).
9. Organise and lead singing sessions and organise music for collective worship.
10. To write the annual school development plan and update the school prospectus music entry.
11. To organise concerts for children to attend and organise concerts and workshops for children in school.
12. Coordinate extra-curricular music activities as appropriate to staffing and pupil interest.
13. To organise regular concerts, both formal and informal and encourage pupils to make the best use of these performance opportunities.
14. Prepare individuals or groups of children for outside music events and maintain links with the Croydon Schools' Music Association.
15. Organise peripatetic staff and pupils together with the Music Agency coordinating reports in the Summer Term for parents of children receiving peripatetic music lessons.
16. Represent the school at external meetings in relation to music.

Health and Safety

- Instruments are put away carefully after each session unless on display or in use in a music corner
- Instruments are stored appropriately according to size, weight and shape
- Children are encouraged to take care when transporting instruments
- Children are taught not to step over instruments and to handle all instruments with care and respect
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments

- Appropriate steps are taken to ensure hygienic use of blowing instruments

Progression and Continuity

Planning in music is linked with the curricular planning for the whole school. Schemes of work for music are developed by the co-ordinator. This ensures progression in all musical skills from Foundation Stage through to Key Stage 2.

Assessment, Recording and Reporting

All children are entitled to a broad and balanced music curriculum. It is important to provide a learning environment within which all children are able to achieve and progress, irrespective of ability or previous experience. The main facilitator to ensure this takes place is a progressive and organised system of assessment. This provides a vehicle for gauging where the children are in a scheme of work and helps to inform our future planning.

A variety of methods of assessment, including the End of Key Stage statements, are necessary in music as achievements will appear in many shapes and forms. A child's understanding of a concept may be expressed verbally or become apparent while a particular skill is being used by that child. Therefore achievements could be missed unless provision is made to record them during a session. This may take place in the form of videoed or audio-recorded discussion or performances.

Appraisal sessions, where the children are discussing the progress of their own work and that of others, can highlight important stages in a child's musical development. This format offers the children opportunity to focus on their own needs for areas of development and can encourage them to explore new ideas and musical paths on which to travel.

Other assessments can take place in the form of short but precise formative records which show the progress that individuals have made and the specific musical learning that has taken place. It is also important to make an assessment of the finished product.

At the end of each academic year, the teachers report on the progress and achievements of individual pupils in the annual reports.

Accommodation and Resources

All curriculum lessons are taught in the music room. Resources, including teacher textbooks, pupil books, sheet music, CDs, orchestral instruments and stands, are kept predominantly in the music suite. A wide range of tuned and untuned percussion instruments are located in the music room, and Reception and Nursery have an additional supply of instruments.

There are three upright pianos which are located in the music suite, Infant Hall and Junior Hall. In addition, there are two touch-sensitive digital pianos in the music suite and 4 keyboards which are used to support class music. A full inventory of resources can be found in the appendix.

ICT is a resource which is available for use in music for researching composers and instruments, and for composing and performing.

The library is used in music for researching lives of composers, finding out about musical instruments and stories associated with music.

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