



MUSIC POLICY

DT May 2019

Music is a powerful, unique form of communication that can change the way children feel, think and act. It promotes children's spiritual, moral social and cultural development and allows them to actively use both side of the brain at the same time.

The learning of music in our school primarily allows children to enjoy a variety of different music traditions. The teaching of music develops children's ability to listen and appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music making, both individual and groups, developing a sense of identity and togetherness. It also aids self-discipline, creativity and coordination skills.

Music must firstly be valued for itself, and secondly for how it can be utilised to promote other spheres of learning and experience.

Aims and Objectives

The aims of teaching music in the curriculum are:-

- to experience music in a wide range of settings e.g. variety of lessons, theatre
- know and understand how sounds are made and then organised into musical structures
- know how music is made through a variety of instruments
- know how music is composed and written down
- to promote all the children's achievements in music within the school and the wider community
- to provide all children with the opportunity to express themselves creatively and to develop their musical skills through an understanding of pitch, rhythm, dynamics, duration, timbre, texture and structure, using both instruments and voices
- to develop performing, composing and appraising skills by applying listening skills and knowledge and understanding of music

Teaching and Learning Experiences

At Carbeile Junior School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces with an understanding of music from across the ages.

We recognise that in all classes children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);

- grouping children by ability in the room and setting different tasks to each ability group or mixed ability groups to allow all children to develop;
- providing resources of different complexity, depending on the ability of the child;

Progression and Continuity

As with other curriculum areas a series of balanced activities, providing differentiation and progression from Year 3 to Year 6 is provided.

These will integrate where possible with classroom topic work making appropriate use of IT to record and create music.

Communication between year groups is vital to ensure that children progress in all of music at a suitable pace.

Classroom Management/Equal Opportunities

Children are given the opportunity to work independently as well as developing skills of working co-operatively within a group or class situation.

In devising a music programme we consider the needs and abilities of the children both in terms of ability and co-ordination. This will be addressed in year group planning and include resources and teaching styles which best suit the individual need.

Assessment

Children's learning in music is assessed by:-

1. Observing them at work
2. Listening to them
3. Questioning the children as they participate in music making e.g.
 "How does the piece start?"
 "Who was playing at the beginning?"
 "How is the instrument being played?"
 "Did the music get louder or quieter?"
4. Self/evaluation and assessment group
5. Recording their music work in their topic books predominately through photos.

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

Time Allocation

Approximately 20 hours per year will be devoted to music (1hour a week for 1 half term out of every term)

Related Documents

All Curriculum Areas
 Teaching & Learning
 SEND
 Single Equality Scheme
 Homework
 Marking & Presentation
 Assessment, Record Keeping & Reporting

Policy Review

A full revision of this policy will be carried out every three years unless a specific need requires earlier revision. These documents will be stored as a paper document by the Headteacher and Clerk and also stored electronically by the Senior Administration Officer and Clerk.

Next Review: Autumn 2021

Headteacher: Mr P Hamlyn

Chair of Governors: Mrs S Morton