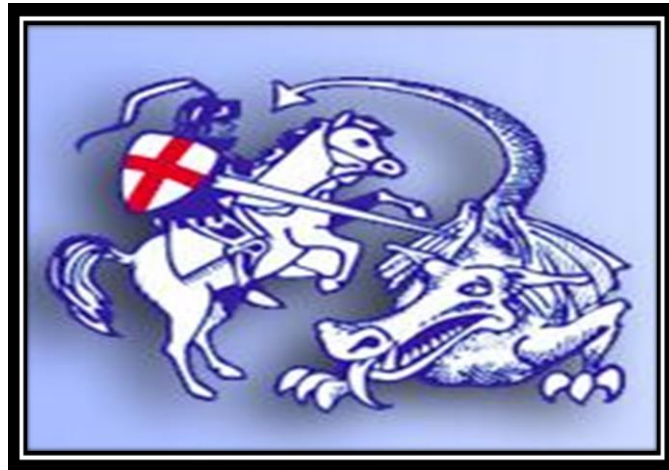


St George's Church of England Primary School



MUSIC POLICY

Date of policy: September 2021

Review date: September 2022

Formulated by
Miss N. Brownfield
Music Subject Leader

**Music gives soul to the universe
Wings to the mind
Flight to the imagination
And life to everything.**

Plato

Our Vision:

Music is a fully embedded in the life of St George's. Playing an instrument and singing develops key developmental skills and gives life to the imagination. An imagination that is at once both emotional and rational. It stimulates complex thinking, which requires high levels of precision. It demands commitment and imaginative decision making. Music is a powerful medium for communication between people of different ages, cultural and social backgrounds.

The art of music is the aesthetic organisation of sound using the elements of rhythm, pitch, dynamics, timbre and texture, within a variety of structures.

There is robust evidence to show that musical skills are transferable, promoting a high level of intellectual and physical attainment and evoking profound emotional response. Successful participation in music develops pupils' self - esteem, confidence and learning skills. It is an effective medium for self-expression, engenders enjoyment and enhances cooperative working and promotes a sense of community.

Singing is a key part of the life of St. George's, it is one of the most positive forms of human activity, supporting physical, mental and social health.

Music Aims:

- To nurture pupils' skills, knowledge and understanding in performing, composing, listening and appraising across the whole school.
- To develop pupils' understanding of how music can take a variety of forms and that music can reflect other times and places.
- To develop pupils' independence, self - esteem, motivation and empathy with others and the ability to work with them.
- To encourage and build on the musical horizons of each child.

Curriculum Coverage and Progression:

Music is taught by specialist teachers across the school. Children in EYFS and KS1 follow The Early Years Programme:

Outcomes of The Early Years programme:

- Fun and enjoyment through music
- Access to a variety of musical experiences both listening and participatory
- First-hand experience of group music making including games, singing and rhythm work
- Development of cognitive and motor skills through physical activity
- Development of the whole child, namely: literacy, language, social and emotional development.

- Experience of using simple instruments and props for enhancing musical activities and stories

In Key Stage Two Outcomes are:

- Fun and enjoyment through music
- Spark an interest in playing or experiencing music
- Access to a variety of musical experiences
- Ensuring children learn instruments that are conducive to progression and they can continue to play
- First - hand experience of performance, singing, composing, improvising, and ensemble playing
- A basic level of competency and technical progress on the chosen instrument
- Confidence and self-esteem
- A familiarity with a broadened range of music
- An enthusiasm to continue musical activities beyond MusicPlus into secondary school.

Children in Year 4 follow the MusicPlus programme with a specialist music teacher:

Principles of Teaching and Learning:

Emphasis is placed on practical involvement by all pupils in composing, performing, listening and appraising through whole class, small group, paired and individual activity. Teaching styles are selected to suit the chosen activity and the learning needs of the pupils. According to the task set, the teacher will:

- Encourage, inspire, direct, let go
- Observe, help, counsel, advise, instruct
- Prepare, lead, appraise
- Participate in and share musical experiences
- Manage individual, paired, small group and whole class activity
- Control and enhance learning environments
- Make best use of all available resources
- Develop strengths and nurture gifts

The learning process for children will be active and co-operative, involving them in:

- Decision making
- Problem solving
- Refining and rehearsing
- Presenting
- Evaluating
- Responding with feeling
- Making music with commitment, sensitivity and accuracy
- Directing and following musical direction.

Inclusion:

The study of music engages pupils in a variety of planned activities matched to their age, stage, ability and any additional educational needs. Through differentiation, teachers allow for the different pace at which individuals progress within the activities of composing, performing, listening and appraising and will recognise pupils' preferred learning styles. The aim is to give all pupils the maximum opportunity for success and to reach their potential in the key areas of learning. In order to achieve this, it is essential to be aware of and build on individuals' previous experiences and achievements in music within and beyond the school. Pupils are given additional opportunities to develop their skills through, orchestra, choir and individual instrumental tuition within school and wider opportunities through outreach projects, working with professional orchestras.

Breadth and Balance:

We recognise the need to manage the wide range of skills and concepts to be taught. Music is studied from a variety of perspectives. We endeavour to keep a balance in creative, interpretative aural, social, cultural and aesthetic teaching skills, concepts and perspectives throughout the school. Content will be selected to ensure pupils receive a breadth of experience that enables a balanced range of skills to be developed and concepts understood. Repertoire will include music in a variety of styles from different times, places and cultures and by well known composers and performers, past and present. We actively encourage and promote live music in school. Children are given many opportunities to perform and regularly taking part in church services held at St. George's Church. Musicians from the community are invited to play regularly and often join the children for their performances.

Variety:

Pupils will be engaged in a range of listening activities starting from a variety of stimuli. They will take part in aural-response work, vocal and instrumental improvising, leading to group, paired or individual composing activities. Emphasis will be placed upon children speculating on and drawing conclusions from what they hear. Children also have the opportunity to broaden their musical experiences attending concerts and other musical activities outside the school.

Relevance:

Musical activity can start singing games, songs of historical and cultural interest, music to celebrate a festival, collective performance, recorded or live performances or composing for a school or local event. A range and variety of musical activity and experience can be inherently relevant if appropriate teaching and learning approaches are adopted as outlined above.

Cross-curricular Links:

Music makes a major contribution to the skills of

- Perception through aural discrimination
- Memory development and analysing music
- Numeracy skills through pattern and time relationships
- Non-verbal communication skills through the medium of sound
- Interpersonal skills through group and partner tasks
- Decision making and problem solving skills through performing and composing
- Physical and practical skills through manipulation of the voice and instruments
- Creative and imaginative skills through expressing musical ideas and feelings
- Independent learning through individual performing and composing.

Music is a feature of our multi-faceted culture. It has the capacity to create an awareness of the positive and negative environmental impact of sound and can assist health education by enhancing quality of life through a sense of well-being.

Experiences in one curriculum area can stimulate and enrich work in another. Subject divisions define and clarify but they can be restrictive when related to the organisation of learning. Consequently, curriculum planning for music is linked to other areas of the curriculum where appropriate but includes independent subject based progression of skills and experiences. Thus, in devising a scheme of work for music, natural links with other areas of the curriculum are exploited wherever possible and key skills and concepts are emphasised as appropriate.

Equal Opportunities:

All pupils regardless of race, gender, ability or social origins have an entitlement to experience, enjoy and express themselves in music through the school's curricular and extra-curricular provision. In order to realise this, teachers will guide individuals towards musical activities and experiences in which they can succeed. They will provide appropriate resources to meet pupils' needs and a range of relevant tasks to enable them to achieve through what they can do rather than fail.

Health & Safety:

Pupils will be taught the correct and safe way to carry and use instruments and electrical equipment such as audio equipment and keyboards and to avoid injury to themselves and others. Electrical safety will be assured wherever mains electricity is used, notably with computers, electronic keyboards and audio equipment. Trailing wires represent a hazard and teachers will ensure that electronic equipment is used only adjacent to main power points. Annual electrical tests will be undertaken in line with school policy. In some environments high sound levels of amplified music can be a hazard to hearing. Teachers will monitor and control the use of amplifiers and in small rooms, large percussion instruments. Recorders are always disinfected appropriately.

Assessment, Recording and Reporting:

Opportunities for assessment are identified in both medium and short term plans and implemented through a programme of study in line with the National Curriculum 2014 guidelines. Assessment is ongoing.

Evidence for recording and reporting is gained from teaching observations and questioning pupil's self-assessment and 'end results'. Records also outline what pupils can do. These will include achievement in musical activities outside school and participation in extra-curricular activities, instrumental lessons and public performances.

Pupils perform in Collective Worship / concerts regularly demonstrating progress achieved.