

St. Mary's Catholic Primary

Music Policy

Person responsible: Music specialist-Ms J. Wyld (assisted by Mrs B. Bone)

Date: September 2016

Date to be reviewed: Autumn 2017

Introduction

Music education is the development of aesthetic sensitivity and the creative ability to be actively involved in listening, composing and performing.

Aims

Children should learn Music for:

- i) Enjoyment
 - Music is a lifelong experience
 - Music is a skill for adult life
 - Love of music should be developed to enhance people's lives.
- ii) Creativity
 - To create and share musical ideas
 - To use music as a creative stimulus
 - To adapt the ideas of others
- iii) Culture
 - Music provides a way of understanding global cultures
 - Provides an insight into historical cultures

- Music helps children develop their own tastes and allows them to enrich cultural knowledge and awareness.
- iv) Sociability
- Singing together creates bonds between children
 - Working in groups develops team work and skills such as negotiation and discussion
- v) Cross -Curricular
- Music develops a sense of rhythm and co-ordination
 - Helps language development and strengthens speaking and listening skills
 - Playing an instrument develops fine motor skills
 - Music helps children to develop an awareness of patterns
 - Aids in the development of concentration
 - Music greatly contributes to acts of worship
- vi) Aesthetics
- Music helps children understand the way their feelings work
 - It helps children develop their own opinions
 - Music is a unique art focus and is a means of self expression

Principles of Teaching and Learning Music

- To develop and foster a positive attitude to the importance and place of music within the curriculum amongst pupils, staff and parents.
- To gain an understanding of Music within our culture and that of other cultures and global communities.
- To enable children to develop skills, concepts, knowledge and understanding of Music.

- To enable children to gain a wide experience of Music, both in making music and listening to it.
- To develop a child's all-round ability in Music and to aid their growth and development.

Strategies for the Teaching of Music

The Music curriculum is organised on a topic basis organised around termly units of work. Music is studied for three terms a year. Approximately 25 - 30 minutes is spent on class Music lessons. All children from Reception to Year 6 also participate in a 30 minute hymn practice session on Wednesday and Thursday mornings. The predominant mode of working in Music is co-operative group work with individual work and class teaching used to support this structure.

- Groups are of mixed ability
- Relevant discussion is encouraged.

Pupils with Special Needs are supported by non-teaching assistants and by the Music specialist where appropriate to the particular learning difficulty.

Where appropriate, pupils with English as an Additional Language are supported by the Music specialist and teaching assistants to ensure they access the Music Curriculum fully. Specific vocabulary is explicitly taught with visual and aural aids.

Excellence in Music is celebrated in performance and displays including:

- Participation in school assemblies providing opportunities for both individual and group singing and instrumental performance.
- Involvement in the annual performances in the Foundation Stage (Autumn Term), Key Stage 1 (Autumn Term) and Year 6 (Summer Term).

- Involvement in the School Choir, which performs in School Assemblies and at other occasions as appropriate.
- Participation in peripatetic music lessons provided in guitar, brass, violin, flute and woodwind as well as Samba drumming for Upper KS2 classes

Planning in Music is a process in which all teachers are involved as much as possible, wherein:

- Schemes of work for Music are developed by the Music Specialist. The schemes are currently based on QCA guidelines
- Medium term plans (including detailed lesson plans) are drawn up by the Music specialist for each half term.
 - The school participates in the Wider Opportunities programme (Samba Drumming)

Creative use of ICT is developed in planning. Software such as “Compose World” is available in the ICT suite for composition work. The use of electronic keyboards also provides a link between the development of ICT skills and learning in Music. CDs and CD players are used frequently for listening and appraising.

The Role of the Music Co-ordinator is to:

- Work with the music specialist in policy development and the production of schemes of work designed to ensure progress and continuity in Music throughout the school.
- Support the Music specialist and colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record-keeping activities.

- Monitor progress in Music and advise the Head teacher on action needed.
- Take responsibility for the purchase and organisation of central resources for Music.
- Keep up-to-date with developments in Music education and disseminate information to colleagues as appropriate.

Monitor strategies for Recording and Reporting

Track the progress in Music kept for each child.

Reporting to Parents is done annually through a written report. Reporting in Music will focus on:

- Musical skills
- Musical knowledge
- Attitude to Music-making
- Musical concepts and understanding