

St.Hilda's CE Primary School  
Music Policy

Rationale

Music is essentially a practical subject which should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry to school and throughout primary school.



Pledge 1. To attend regular enrichment within your place of learning

Pledge 2. To attend regular enrichment activities beyond your place of learning

Pledge 8. To take part in a presentation or performance to an audience

Aims

To encourage awareness, enjoyment and appreciation of music in all its forms.

To develop imagination and creativity.

To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.

To offer opportunities to listen, appraise, compose, sing, play, perform and use technology.

Teaching & Learning

Teachers are responsible for planning and teaching all elements specified in the music skills subject plan. The IPC is used as a tool for delivery.

Singing and Vocal Skills

Children are given many opportunities to sing a wide variety of songs/hymns. They are taught to use their voices expressively. Out of the Ark resource is used for collective worship and assembly.

Playing and Performing

Children will have the opportunity to rehearse, play and perform on their own and with others, with an awareness of audience. KS performances have a high musical content involving singing, dancing and use of instruments.

Improvising and Composing

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, using a variety of instruments (tuned and untuned) with increasing control.

Listening and Appraising

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the musical elements: duration, pitch, dynamics, tempo, texture, timbre and structure. They will learn that time and place can influence the way music is created, performed and heard. That music is produced in different ways and is described through invented and standard notations. They will analyse and compare sounds and will become confident at suggesting ideas and improvements for their own work and that of others.

### Notation and Use of Technology

Children will record music in a wide variety of ways. The use of notation is not limited to standard stave notation. The use of technology will support and enhance the development of music and programs used such as Garage Band and Audacity support this. Children will have the opportunity to record music electronically.

### Approach

Music should be taught throughout the school from EYFS where children are exposed to different styles of music during focussed activities through to Y6 where cross curricular links are established wherever possible. A KS1 and 2 choir meet weekly for choir club and make performances in and out of school. There is a weekly tap dance club. All Y4 children take part in guitar teaching sessions from the music lead.

### Content and Organisation

We do not follow a set scheme of work in school as each department links their music teaching to their IPC topic and all music is developed through IPC and the music skills subject plan. Evidence can be seen throughout the big IPC books. Teachers should make professional judgements about when to adapt or add additional materials where this would benefit learning.

### Continuity and Progression

This is monitored through the use of the IPC units, subject plan and curriculum plans.

### Inclusion

Those children with a particular interest or aptitude in music can be given the opportunity to extend their learning in a variety of ways, eg choir, instrumental performances in guitars or assemblies, singing in performances or assemblies. Differentiation is built in to the IPC planning music elements. Pupils experiencing difficulties are given extra encouragement by working with support or in a small group with the teacher or peers. Our Kagan approach supports this very well.

### Assessment

Assessment forms an integral part of the teaching and learning of music through our IPC units. This is done by observing children working and performing, by listening to their responses and by making judgements on work produced.

### Acts of Worship

As a Church of England school, we deliver a daily act of Collective Worship. Children are given the opportunity to listen to a range of music during this time and hymns are also used as appropriate. Out of the Ark resource is used.

### Resources

Each year group has a set of resources for which they are responsible. A range of tuned and untuned instruments are available. A computer is set up in the hall with speakers and internet connection. All classrooms have internet connection, interactive whiteboards, speakers and ipads. Performances are recorded and saved in TSS.

#### Home/School Link

Parents are invited to celebrate performances throughout the year. Newsletter items are reported on and celebrated termly. Music activities are also put on the website.

#### Leadership and Management

The class teacher is responsible for the organisation of music in his/her own lessons based on the NC, music subject plan, IPC planning and music policy.

The music co-ordinators will follow subject leader guidance, set examples of high quality music teaching and provide INSET, support and resources for staff.

R.Woolfenden (Music Lead) Autumn Term 2017