

TOLL BAR PRIMARY SCHOOL

MUSIC POLICY

Introduction

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.

The policy reflects the requirements of the National Curriculum Statutory Orders; the Areas of Learning and Early Learning Goals within the Foundation Stage Curriculum and the Music Manifesto which highlights the importance of singing in schools and states that every primary school child should have opportunities for sustained and progressive instrumental tuition free of charge or at a reduced rate. It also recognises the cross-curricular nature of music.

Aims

In teaching music we aim to:

- encourage children to sing with enthusiasm from an early age, free from inhibition.
- cultivate listening skills
- offer pupils an opportunity to develop strengths in all appropriate areas of musical expertise
- encourage children to work individually and to co-operate with others
- foster a love and understanding of music through active involvement in listening, appraising, composing and performing
- develop pupil's confidence in all musical activity
- To offer opportunities to **perform, compose, listen and appraise.**
- build all pupil's social, cultural and spiritual development through music
- 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.

Performing skills

Children will be taught to sing a wide ranging variety of songs and to use their voices expressively. They should have the opportunity to play tuned and un-tuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

Composing skills

Children will create Musical patterns and will be shown how to explore, select and organise Musical ideas, recording these in a variety of ways, (e.g.: pictorial score, by means of a digital recorder, tape recorder or video or using notation).

Appraising skills

Children will be given the opportunity to explore and explain their own ideas and feelings about Music, using Music, dance, expressive language and Musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

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 eight Musical elements : pitch, duration, pace, dynamics, texture, timbre, form, silence. 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.

Approach

- Music should be taught throughout the school, establishing cross curricular links where possible, e.g.: Literacy, Early Years, Maths, Physical and Creative development.
 - Wider opportunities takes place in school for Chestnut and Willow classes, they have the opportunities to learn Brass and or Samba.
 - KS2 annually participates in Young Voices.
- As well as Music lessons in class, whole school singing sessions take place weekly and are usually led by an external provider.
- Pupils are given the opportunity to listen to a range of Music at the beginning and end of our Assemblies and hymns are sung during some of our assemblies.
- Choirs and Music groups are formed to meet the school needs e.g. for Church services at Harvest and Christmas or for concerts with other schools.
- Regular whole school assemblies which include song learning and Music appreciation.
- Instrumental groups will be encouraged to perform in Assembly whenever performances are ready to be heard.
- Music Skills and skills progression are monitored through the Chris Quigley Skills matrix available on the school's network.

Differentiation

- Those children with a particular interest or aptitude in Music can be given the opportunity to extend their education in a variety of ways, for example, recorder groups, choir, instrumental performances in Assembly.
- Peripatetic teachers are used to teach Wider Opportunities.
- Pupils experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more Musically able child.

Assessment

Assessment will form an integral part of the teaching and learning of Music. This will be done by observing children working and performing, by listening to their responses and by examining work produced.

Resources

- We have a range of Music equipment and resources that can easily be moved around the school.
- There are a number of tuned instruments .
- We have a piano in the hall and keyboards available for use.
- A portable sound system with Computer, Radio Microphones, and CD player available for every class.
- Our CD collection and song books are kept in the hall. The CD collection will be extended as funding allows. Where possible CDs purchased for the school are copied to the network to be shared across the school.

Roles and Responsibilities

The Headteacher:

The Headteacher will actively support by encouraging staff, praising good practice and supporting staff development and in-service training.

The Music Subject Leader:

The Music Subject Leader will provide an annual action plan and evaluate it and provide an annual report for Governors.

The Class Teacher:

The Class Teacher will be responsible for the teaching of Music as set out in this policy.

Monitoring and review:

This Music Policy will be monitored and reviewed as indicated below unless DFE initiatives necessitate it to be done earlier.

Governors will work alongside the Co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

Reviewed : January 2013

Review: January 2015

Chair of Governors:

Date: