



# Stottesdon C. of E. Primary School



## Our Music Policy

### ***The Importance of Music***

*"Music is an enriching and valuable subject. Research evidence shows that a quality music education can improve self-confidence, behaviour and social skills, as well as improve academic attainment in areas such as literacy, numeracy and language." (DFES)*

Music is a creative and exploratory communication tool that can influence the way that pupils feel, think and respond to situations. The teaching of music develops the ability to listen and appreciate a wide variety of culture from across the world. Through supported enjoyable learning, pupils are encouraged to express musical preferences whilst increasing sensitivity and fulfilment.

### **By engaging children in making and responding to music, the school aims to:**

- Develop an awareness and appreciation of a wide range of music.
- Develop enjoyment, imagination and creativity through music.
- Develop an awareness of, and an appreciation for, organised patterns of sound and silence.
- Develop a critical, analytical and, above all, sensitive approach to music through listening and appraising a wide range of music styles.
- Nurture the expression of ideas and feelings through music.
- Develop vocal and instrumental skills and share these with others.
- Be aware of and understand traditions, styles and cultures from across the world and throughout history.
- Provide opportunities for pupils to compose their own patterns of sound through exploration, improvisation and refining compositions.

### ***Entitlement and Provision***

As a school we follow the National Curriculum 2014. We use the National Curriculum 2014 guidance, School Curriculum Maps and purchased schemes of work (e.g. Musical Contexts, Music Express).

In both key stages 1 and 2 pupils study the following key strands are beneath all provision:

- i. Performing, listening, reviewing and evaluating a range of music from history, genres and traditions.
- ii. Controlling sounds through singing and playing instruments - performing skills.
- iii. Creating and developing musical ideas - composing skills
- iv. Responding, reviewing, listening and applying knowledge and understanding with regard to musical elements of pitch, duration, dynamics, tempo, timbre, texture, structure and notation.

At foundation and key stage one, pupils explore sounds produced by voice, bodies and instruments (both tuned and un-tuned). They learn a variety of songs and begin to sing these with expression, which they rehearse and perform with others. Pupils begin to recognise the pitch, duration, timbre, dynamics, tempo, texture and silence elements of music. Supported composition and improvisation then encourages pupils to create musical patterns exploring these musical elements. They begin to listen and respond to improve their own work.

At key stage two pupils continue to develop their performing skills through controlled and accurate playing of tuned and un-tuned instruments. Pupils learn the ocarina as a whole class during the four years making rapid performing progress whilst reading traditional rhythmic and melodic notation. Pupils progress to sing songs in unison, two parts and canon, with clear pitch and dictation. Guidance in composition develops structured musical ideas, through exploration and improvisation. Listening dexterity progresses as pupils are encouraged to express thoughts, ideas and analytical tools to evaluate a wide range of music. Pupils begin to apply the musical elements to composition and listening activities. Tuition is inclusive of all pupils and reasonable adjustments are made where needed.

### ***The Enhanced Curriculum:***

- Stottesdon CE Primary school provides pupils with the opportunity to learn an extra instrument through tuition supplied by private tutors. This is funded by parents or financed through the school. Disruption to the core curriculum is managed by the teacher creating timetables which create the least disruption to pupils.
- Pupils have access to apply their instrumental skills in ensembles e.g. Ocarina.
- Pupils are encouraged to perform on instruments and through singing, in school assemblies, productions, school concerts and Music Festivals.
- Pupils are given the opportunity to join the school choir and this happens at lunchtime to support attendance.

### ***Cross-curricular aspects of the music curriculum:***

Where possible our school embeds the music curriculum in our wider themed curriculum (see curriculum maps). In addition the following benefits/links are made to specific subjects:

***Literacy*** – Music supports the development of reading and offers many opportunities for use of language, including descriptive and responsive speaking and writing.

***Numeracy*** – Music supports the development of sequencing and awareness of pattern. Both rhythmic and melodic work requires numerical descriptions and graphical representation.

***Science*** – Music supports the knowledge and understanding of how sound is produced and consistently uses vocabulary to support scientific reasoning.

***ICT*** – Opportunities to use recording facilities and electronic equipment: such as keyboards and Audacity software.

***History*** – Music explores musical traditions.

***Geography*** – Investigating music from different cultures and traditions.

***PSHE*** – Promoted through music: sharing of instruments, listening and responding, sharing thoughts and feelings, being sensitive to the feelings of others.

### ***Assessment:***

A range of assessment tasks including recording and appraising of musical compositions. Pupils are supported in self and peer-assessment of their work through guided success criteria and verbal feedback. A music progression grid supports judgements. Examples of work are recorded and put into a music folder on the school system, and each class has a "floor book" which is updated on a half-termly basis.

### ***Management and Support:***

Currently music is prepared and delivered by a music specialist already working within the school. Peripatetic music staff with private contracts, are employed by the school and managed by the Headteacher.

### ***Resources for Learning:***

- Tuned, un-tuned instruments and a variety of resource books are available for use in curricular and extra-curricular activities (in music room).
- Pupils in key stage 2 have access to an ocarina for whole-class teaching.
- Further instruments are available for hire, by parents and carers, through the Shropshire Music Service.
- ICT software includes: Audacity, Purple mash and other internet based sites as appropriate.

### ***Review of Policy***

***Date***                      *September 2022*