



# Music Policy

Policy Dated: October 2011  
Review Date: October 2013

“Music is the most universal of all the arts. Ask any person in any city in any country what their favourite music is, and they’ll have an answer. So treasure music and keep it with you always.” John Suchet.

## Aims and Objectives

The aims of music education are to:

- enable each child to grow musically at his/her own level and pace;
- foster musical responsiveness;
- support children’s instinctive drive from sensory experience;
- give pupils a means of both verbal and non- verbal experience;
- develop instrumental and vocal skills;
- develop aural imagery;
- develop sensitive, analytical and critical response to music;
- develop capacity to express ideas, thoughts and feelings through music;
- develop awareness, understanding and appreciation of musical traditions, styles and cultures from a variety of times and places;
- foster pupil’s enjoyment of all aspects of music

## Opportunities to take part in musical activities in school

### **Class music lessons**

We deliver the National Curriculum in class music lessons. Music should be timetabled on a weekly basis. In Foundation State 2 and Key Stage 1 music should be taught for 30-45 minutes a week, in Key Stage 2 this should be 45 minutes – 1 hour a week. In FS2 and KS1, music could take place at any time during the day, e.g the singing of a nursery rhyme or song. For other musical activities that require the Music Room or Hall, time tabling is necessary.

To ensure that pupils meet a range of co-ordinated progressive musical activities the curriculum will be taught in unit based schemes which are linked with the class topic wherever possible. Using units of work enables individual programme of study statements to be grouped together in a coherent way. Each unit has specific learning intentions, which build upon previous work.

In FS2 music is taught by the class teachers, usually in the Music Room, using the scheme Lively Music 4 – 7. As far as possible these should be followed to order, as there is progression throughout the year. However, when appropriate, to fit with topics in other curriculum areas, these units may be swapped within the year.

At present KS1 & 2 music is taught by a visiting specialist teacher, using the Kodaly system. Class teachers support in these lessons, which are also being used for in-service training.

In KS2 pupils take part in the Wider Opportunities scheme and each child has the chance to learn an instrument - whole class teaching. Currently the instruments on offer are: Brass; Guitar; Drums and Strings.

### **Hymn Practice**

FS2, KS1 and KS2 meet once a week to learn new hymns, or songs with a thoughtful theme, and rehearse ones already learnt. This provides unique opportunity for all children in an activity together.

### **Instrumental Lessons**

Peripatetic teachers from the Rheindahlen Music Centre visit the school on a weekly basis, to give Brass, Woodwind, Guitar, Piano and Violin lessons. These lessons are available to KS2 pupils.

Since January 2007, the school has also benefited from the "Wider Opportunities Scheme". This is a support scheme run by the Rheindahlen Music Centre and Music Development teacher which enables a whole class to learn an instrument. Currently our Y5 are learning to play the guitar.

## **Teaching and Learning**

### **Music teaching should:**

- develop each of the interrelated skills of performing, composing and appraising in all activities;
- extend these skills by applying listening skills and knowledge and understanding of music;

By making and responding to the wide range of music, children should be helped to understand:

- how sounds are made, changed and organised, e.g. through the use of the musical elements and structures;
- how music is produced, e.g. through the use of instruments and musical processes including relevant symbols and notations;

- how music is influenced by time and place, e.g. how it can be affected by the venue, occasion and purpose

Activities may be a whole class, small group or individual. Groups may be accordingly to ability, friendship or mixed ability. They may be teacher led or open-ended and differentiated by task/outcome.

Children should have opportunities to respond to music in a variety of ways. These may include art, drama, written work or discussion.

## **Resources**

A variety of resources will be used when appropriate.

- Lively Music folder and CD's;
- a range of percussion instruments;
- keyboards;
- posters;
- audio, video and CD players
- CD's, audio and video cassettes;
- computers;
- visiting musicians.

## **Equal Opportunities**

All children have the right to equal opportunities. Teacher's expectations of behaviour and performance by all children should be the same. Groups and activities should be mixed where possible. Teachers must ensure that the same children do not dominate in group work.

## **Assessment**

Informal assessment should take place at regular intervals to monitor children's progress and at the end of the year, formative assessment made using the Foundation Stage Level Descriptors.