

POLICY FOR MUSIC

INTRODUCTION

This document is a statement of the aims, principles and strategies for the teaching of Music at St Margaret's C.E. Primary School.

It was developed during the Spring Term 2011 through a process of consultation with teaching staff. It was approved by the governing body. The policy will be reviewed in 2013.

WHAT IS MUSIC?

MUSIC is concerned with the creative, aesthetic and emotional response to rhythmic combinations of sounds. Music education has two strands: creation and evaluation. The creative element involves children in using a variety of instruments for composing, improvising and performing. The evaluative element enables pupils to develop skills in listening to and appraising their own work and that of other musicians and composers and to understand the value and significance of Music in society.

AIMS

OUR AIMS IN TEACHING MUSIC are that all children will build upon their natural responses to music to:

- Find enjoyment in creating music and see themselves as musicians
- Find a lasting sense of purpose, achievement and fulfilment in musical expression
- Develop skills to use a range of instruments (including the voice) and techniques competently
- Feel able to express their ideas and feelings through musical creation
- Learn to listen analytically
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others
- Understand the relationship between sound and symbol and develop a working knowledge of systems of notation for use in composing and performing
- Appreciate and evaluate the work of a range of composers and musicians from their own and other cultures

CLASSROOM MANAGEMENT

EARLY YEARS AND KS: Throughout the Infant Department, singing takes place in the Hall together each week for 15 minutes. Activities in the classroom include composition, listening and performing in whole class sessions.

ALL classes use Music Express as their core scheme. The mixed age class uses the objectives from Music Express but activities from LCP or other sources. A box of percussion instruments is available for each Early Years class and there is a Music Trolley containing standard percussion instruments situated in the corridor near to Chestnut Class.

Lessons may be delivered in short blocks for up to an hour's duration.

KS2: Music Express is used as the core scheme for Year 3,5 and 6. A variety of instruments are incorporated in lessons and stored in the Music Practice Room. Year 4 follow the Music Key 2 Scheme taught by Music Support Staff from the County, and followed up later in the week by school music staff. The school has bought 24 cellos and 48 violas so that the entire year group can learn an instrument.

All classes receive up to an hour a week based on QCA units of work.

AREAS OF STUDY AT BOTH KEY STAGES

Singing
Playing
Composing
Recording
Listening and using knowledge
Responding and evaluating

KS2 children attend a weekly 20 minute Junior Worship Session in the Hall. Here some listening material is included as it is at the beginning and the end of Assemblies.

OTHER OPPORTUNITIES AT KS1:

Year 2s are given the opportunity to learn the recorder in an after school club.

Year 1/2 are given the opportunity to take part in a lunch time choir.

OTHER OPPORTUNITIES AT KS2:

All KS2 children are given the opportunity to join the County Instrumental Scheme with visiting teachers. Lessons are held in groups of 4 or less. Currently strings, drums and woodwind are taught.

Children can start or continue weekly recorder lessons progressing to different sizes of instruments and ensemble playing in the advanced classes. Most lessons take place through the lunch period, with advanced recorders after school.

From Year 3, children are also able to learn the guitar following folk song/chord teaching. Lessons take place in ability grouped classes at lunch time.

A group of 15-25 children are invited to join the school orchestra in an after school club. These will all be children who have shown interest, perseverance and aptitude for the learning of music. These children will also form the school Handbell Team.

The school also possesses a school choir open to all Year 3 – 6 where unison and part songs are taught and performed at appropriate times of the year.

Year 4 are currently invited to attend a lunch time choir to improve part and harmony singing.

AT BOTH KEY STAGES:

All children are also encouraged to take part on a voluntary basis in Music Assemblies which take place once a term. These may include items being studied both in and out of school.

Children are sometimes given opportunities to listen to visiting groups of musicians including solo instrumentalists, local teacher groups and live music groups. They also sometimes have opportunities to take part in music workshops. Children in the choir and orchestra are invited to take part in concerts out of school at least twice a year, performing to the local community.

RESOURCES

The school possesses a variety of percussion instruments including tambourines, tambours, claves, Indian bells, guiros, maracas, cabasa, rainmakers, chime bars, xylophones and glockenspiels. There are a variety of Indian and African instruments including a number of djembe drums and 3 sets of Indian tabla. These are kept in the Music Practice Room. There is a Music Trolley containing instruments for KS1 in the corridor near Chestnut Class.

There is a drum kit kept in the drama studio.

There are 6 mini keyboards in the Music Practice Room.

A set of Handbells is retained in the school strong room.

Five violins which can be hired out to children starting this instrument at a cost of £15 are kept in the Hall cupboard.

LCP Resources for KS2 and Songbooks are based in the Workroom in a blue folder.

Year 3 have the opportunity to use a purchased Music Express disk containing flipcharts and interactive games which has been loaded on to the Network.

Flipcharts have been made in school for most of the Units of Work for Year 5 and 6, and are also on the Network.

2 Simple Music Tool Kit, Dance E Jay programs, Let's Make Music programs, recording equipment, CD Roms, CDs and other videos are also available to enhance lessons.

ASSESSMENT

QCA statements are used to identify most challenging/least challenging statements from each unit of work.

Music Express units are analysed as they are being taught and children who are excelling/finding tasks challenging are recorded on the Secure Log-in.

It is expected that staff will not assess all children within their class, but just look for the outliers at both ends of the spectrum. This is recorded on the Network.