

MUSIC POLICY



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Aims

Within school we provide opportunities for all children to appreciate a wide variety of music. We teach children to create, play, perform and enjoy different types of music. By engaging children in musical experiences they can develop new attitudes and attributes that can support learning through different areas of the curriculum.

We aim to:

- Promote a love of music in the children.
- Provide a range of practical activities for the children to incorporate listening, appraising, composing and performing (See appendix)
- Provide opportunities for the children to experience the eight key elements of music – pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate music notation.
- Provide opportunities for the children to listen to a wide range of music, including music from other cultures and different styles or types of music.
- Provide opportunities for the children to play and learn a musical instrument. Allowing children the freedom to explore a range of tuned and untuned instruments.
- Provide the children opportunities for speaking chants, rhymes and singing expressively. Allowing children the opportunity to rehearse and perform their songs to an audience.
- Provide opportunities for children to record their own compositions using appropriate technology.

Objectives

The children will learn:

- To listen to and appraise a variety of types of music.
- To create their own musical patterns and ideas and improve them.
- How music is used for particular purposes, for example for dance or for a lullaby.
- To compose their own music and perform it for an audience.
- To explore and express their feelings about music using movement, dance and musical language.
- The difference between silence/quiet/loud (dynamics), high/low (pitch), long/short (duration), and fast/slow (tempo). They will have opportunities to listen to music and compose their own music with:
 - Structure – for example music starting quietly and then getting louder or music which has a repetitive pattern.
 - Texture – for example where different instruments or types of voices are combined.
 - Timbre – for example when a violin is played with a bow and then by plucking the strings.
 - Music notation-For example the signs and symbols used by children to record their music composition.
- The names of school percussion instruments and common tuned instruments.
- To play tuned and un-tuned instruments correctly, in accompaniment or in their own compositions.
- To sing a variety of songs from memory and to perform them for an audience.

A Way of Working

A long term planning matrix ensures the key skills (performing, composing, listening, responding and reviewing) are taught each term. Music is taught by class teachers and Music provision from Telford and Wrekin. Each fortnight teachers plan musical activities and songs together in year groups. Music is often linked to other curriculum areas. Teachers teach music in the classrooms and use the hall when they want to organise the whole class to work in groups, composing and exploring the whole range of musical instruments. Opportunities for listening to music are planned by each teacher, for example at the start of the day or PE times when children are changing.

Every week the whole school meet to sing and learn songs for assemblies and celebrations. One of the Music Co-ordinators leads this session with support from the member of staff who is on the assembly rota that week. A piece of music is chosen each week for children to listen to at the start and end of assembly when co-ordinators draw attention to the name of the music, composer and any particular features.

Progression

When establishing progression at Key Stage 1 we need to consider:

- Increasing the range of experience – the range of tuned and untuned instruments, the variety of stimuli and the breadth of repertoire.
Fortnightly planning for music gives details of the tuned and untuned instruments children will learn the names of and be shown how to play correctly. A range of stories and paintings/illustrations are used to provide a stimuli for music making. Children are introduced to a repertoire of different types of music they enjoy listening to.
- Increasing the demand – the length and complexity of the songs to be sung from memory, the use of symbols when recording simple compositions, the identification and naming of an increasing number of instruments.
- Increasing the quality – the confidence, fluency, expression and application of knowledge, for example singing their name in response to the register or singing parts of songs individually or with a partner.

At Early Years Foundation level we teach through expressive arts, reading, communication and language and number. Activities should include:

- Nursery rhymes.
- Songs in unison.
- Action and counting songs and rhymes.
- Simple clapped rhythms.
- Introduction to names of percussion instruments.
- Discussing how to make sounds, eg bang, blow, shake.
- Introduction to tempo (fast, slow) and dynamics (quiet, loud).
- Responding to sound with body movement.
- Match movement to music.

In Year 1 activities should include:

- Musical experiences to reinforce and consolidate learning from the Foundation Stage curriculum.
- Simple songs and actions.
- Clapping or beating a variety of rhythms.
- Experimenting with compositions.
- Making their own simple instruments.
- Beginning to evaluate their own and others' performance.
- Introduction to duration (long, short), silence, tempo (fast, slow) and pitch (high/low).

In Year 2 activities should include:

- Musical experiences to reinforce and consolidate learning from the Year 1 curriculum.
- Simple rounds in 2 or 3 parts.
- More complex songs with children singing parts of song in groups.
- Introduction to structure (organisation of sounds), timbre (different types of sound) and texture (ways in which sounds are combined).
- More complex compositions.
- Simple recording of their own work.
- Recognising and naming a range of instruments.

Recording

By its nature music is a practical subject and is experienced and performed more than recorded in the early stages. Later recording will be seen to be a way of being able to repeat an event without it being lost or forgotten.

The ipads are a means to allow children to hear the results of their own work and the video camera is used to record celebrations and musical performances.

As progress occurs the following may also apply to enable playing and recording to take place:

- Making marks on paper/boards in response to sounds/music.
- Recording sound patterns with different coloured cubes/pens.
- Devising own symbols to represent long/short/ continual sounds.
- Use pictures to illustrate sounds.
- Begin to read and perform their own and other's compositions by reading their simple notation.
- Recording representations of their music composition on the computer.

Examples of these are shown in the appendix.

The Long Term Matrix illustrates this progression.

	AUTUMN	SPRING	SUMMER
MUSIC	<p>Nursery/Reception PERFORMING SKILLS Speak rhymes and sing simple songs. Action rhymes. Play a range of percussion instruments. COMPOSING SKILLS Choose sounds and link together using clapping/tapping to make patterns. LISTENING AND RESPONDING Listen to a range of sounds/patterns and recall them.</p> <p>Year 1 PERFORMING SKILLS Speak rhymes and sing songs. Explore fast/slow. Choose song to rehearse and perform to audience. COMPOSING SKILLS Invent patterns of short/long sounds using simple instructions. LISTENING AND RESPONDING AND REVIEWING Listen to CD's. Listen to patterns.</p> <p>Year 2 PERFORMING SKILLS Speak and sing simple songs. Explore high and low. Simple patterns high/low. COMPOSING SKILLS Explore high/low using untuned instruments. Short/long sounds. Short and continuous sounds. LISTENING RESPONDING AND REVIEWING Listen to a variety of CD's. Listen to repetitive patterns.</p>	<p>Nursery/Reception PERFORMING SKILLS Speak rhymes and sing simple songs explore fast /slow tempo. Play untuned percussion - loud/quiet. COMPOSING SKILLS Invent patterns of short/continuous sounds using hands and simple instruments. LISTENING AND RESPONDING Sing simple songs from memory.</p> <p>Year 1 PERFORMING SKILLS Sing songs and explore different sounds that voice can make. Explore music - marching, dancing. COMPOSING SKILLS Play instruments. Copy simple rhythms using long/short sounds. LISTENING RESPONDING AND REVIEWING Sing songs from memory. Listen to examples on CD fast/slow,loud/quiet.</p> <p>Year 2 PERFORMING SKILLS Sing songs clearly add loud/quiet parts. Use percussion to keep a steady beat. Explore high/low in singing. Sing clearly. COMPOSING SKILLS Invent long/short patterns using simple instruments. High/low use 2 different chime bars. LISTENING RESPONDING AND REVIEWING Listen to a variety of CD's. Different instruments - ways to play them. Explore music that can be used to create different moods.</p>	<p>Nursery/Reception PERFORMING SKILLS Sing to an audience. Sing songs and explore fast/slow. Use signs for short sound - picture signs. Play a range of untuned percussion. Explore difference loud/quiet/silent. COMPOSING SKILLS Create pattern of short/long/continuous sounds using simple instruments. LISTENING AND RESPONDING Listen to range of CD's. Fast/slow music.</p> <p>Year 1 PERFORMING SKILLS Explore different sounds voice can make. Explore differences between choir/soloist. COMPOSING SKILLS Invent patterns short/long sounds using simple instruments. LISTENING RESPONDING AND REVIEWING Listen to music to reflect different moods.</p> <p>Year 2 PERFORMING SKILLS Sing rhymes and songs exploring high/low. Play simple accompaniments and keep steady beat. Perform echo songs. Question/answer songs/patterns. COMPOSING SKILLS Invent patterns using 2 chime bars. Use long/short sounds. Explore high/low using untuned percussion. LISTENING RESPONDING AND REVIEWING Listen to a variety of CD's - texture. One sound/many sounds. Listen for repeated patterns in music.</p>

Opportunities to Perform to Different Audiences

During the Autumn Term children perform songs and rhymes for parents and friends at the Harvest Service held in the Parish Church. In December both Nursery and school plan a Christmas Celebration. Each class contributes to this Celebration by singing, dancing or music making. They perform in front of a large audience of parents and friends. The children also have the opportunity to participate in carols around the Christmas tree.

During the Spring Term children have opportunities to work in groups or as a class on developing music making skills. Music workshops between school or

year groups are organised. Children also perform to parents and other classes during class assemblies.

During the Summer Term children again have opportunities to perform to other classes or alternatively each class contributes songs, dance, mime or music making to an end of year Summer Celebration attended by pupils from Nursery, Year 3 children from the Junior School and parents and friends.

Equal Opportunities

We intend that the music curriculum will be available to all pupils. We aim to provide equal opportunities for all pupils regardless of race, gender or religious background. For pupils with special educational needs or gifted pupils it may be that outcomes may need to be adapted or the task adjusted to take account of specific difficulties or gifts. All children will be encouraged to take as full a part in our sessions as they are able.

Resources

A variety of tuned and untuned percussion instruments are available both in a central resource area in the entrance hall and on trolleys to be transported to classrooms as required. Each trolley has photographs to indicate where instruments are placed. Instruments should be returned to the correct place supervised by the class teacher. Larger and more fragile instruments remain in the central area for safety and are used mainly in the hall. Again teachers should supervise the carrying and return of these to the correct storage space.

The following resources are also in school:

- A booklet of photographs to name all the instruments is kept with each trolley.
- A selection of CD's are stored in the hall. They may be used in classrooms and then returned. There is a catalogue of these CD's kept with them. This is updated and CD's are checked at the end of each term.
- A piano is kept in the hall. An electronic keyboard is also kept in the hall and this can be used in classrooms and then returned.
- A variety of song books are stored in the hall and GP Room.
- Books containing planning guidance are kept in the GP Room.
- Each class is equipped with a CD player.
- A music portfolio of photographs is kept in the GP Room. This illustrates examples of planned musical activities throughout the

school, examples of celebrations and concerts, music workshops between year groups and other schools. We also have photographs of visiting musicians who have demonstrated how their instruments work and have performed live music.

- There is a central resource of activities and ideas for musical games to help with planning.

Assessment

There is no statutory assessment in music at Key Stage 1 but there is a statutory requirement to report pupil's achievements. Teachers make on-going observations on pupil progress. Parents are informed of their children's progress in music in the end of year report.

The Role of the subject leader

There are two subject leaders jointly responsible for music. Their role is to:

- Implement and review the music policy and planning guidance.
- Lead whole school singing sessions.
- Assess and evaluate the needs of the school in music annually in a process which informs the School Development Plan.
- Attend relevant courses and report back to staff to keep them up to date with developments in the music curriculum.
- Ensure that all staff are aware of the aims and objectives in music and give practical advice where necessary.
- Maintain and review resources and books.
- Liaise with the music co-ordinator at Wrockwardine Wood Junior School.
- Report to governors on the teaching of music at Key Stage 1.

Success Criteria

By the end of Year 2 we would expect that the majority of the children will be able:

- To memorise the words to songs.

- Sing in tune and follow the pattern of the melody.
- Perform simple patterns and accompaniments by clapping or playing instruments and keep a steady beat.
- Know how to hold and play instruments correctly.
- Choose instruments carefully to create different moods and effects.
- Represent sounds with symbols.
- Improve their own work.

An appendix accompanies this policy and includes:

- A list naming tuned and untuned instruments.

APPENDIX

A list of tuned and untuned percussion instruments

Tuned

Chime bars
Piano
Keyboard
Xylophone
Metallophone
Combi bells
Hnad chimes

Untuned

Headless tambourine	Chekere
Jungle bells	Guiro
Bell stick	Shape drums
Maraca	
Rainmaker	
Vibraslap	
Slit drum	
Temple block	
Tone block	
Wooden agogo	
Wood block	
Agogo bells	
Cow bell	
Gong	
Triangle	
Bass drum	
Bongos	
Hand drum	
Snare drum	
Tambourine	
Talking drum	
Chime bar	
Metallophone	
Xylophone	
Caterpillar	
Castanets	
Claves	
Cymbals	
Indian bells	
Slapstick	
Tibetan bells	
Wind chimes	
Cabasa	
Bell tree	