

MUSIC POLICY DOCUMENT

MERCHANT TAYLORS' PRIMARY SCHOOL **STANFIELD**

INTRODUCTION

This document is a statement of the aims, principles and strategies for the teaching of Music at Stanfield.

It was developed during the autumn of 2006 and revised in October 2009 and February 2016.

RATIONALE

- Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels and can be the source of lifelong pleasure. It is, therefore, an education for life.
- The study of Music can help to develop self-confidence, aesthetic awareness, physical co-ordination and the skills of communication and co-operation.

AIMS

Our aims are to:

- Develop the children's musical skills and concepts through listening, performing and composing
- Develop social skills through co-operation with others through the shared experience of making music
- Develop an understanding of musical traditions and developments in both our own music and that of other cultures
- Enrich and support other areas of the curriculum
- Develop links with our local community through shared musical events

EARLY YEARS FOUNDATION STAGE

Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Early Years Foundation Stage Framework. This specifies requirements for learning and development and for safeguarding children and promoting their welfare.

Music is covered within the specific area of 'Expressive Art and Design'.

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.

They must be provided with opportunities to practise and extend these skills in these areas and to gain confidence and competence in their use. By the end of the EYFS, children should be able to:

- sing songs, make music and dance, and experiment with ways of changing sounds.

ATTAINMENT

Attainment at KS1

Pupils should be able to:

- Sing songs with good posture and diction
- To identify the four main families of instruments
- Play tuned and untuned percussion musically
- Play a selection of simple tunes using RH on keyboard
- Listen to and understand variety of live and recorded music
- Create and combine sounds musically
- Have a basic understanding of rhythmic and pitched notation and be able to write a simple melody using formal notation

Attainment at Lower KS2

Pupils should be able to:

- Use voice and instruments with increasing accuracy, control and expression
- Improvise and compose music
- Listen to a variety of live and recorded music with attention to detail
- Learn about music from other cultures
- Develop an understanding of music history

Attainment at Upper KS2

Pupils should be able to:

- Perform individually or as part of a group with control and expression
- Improvise and compose music using structure and different styles
- Listen to and analyse music giving details about tempo, dynamics, instrumentation and timbre
- Use and understand staff notation to write a song in C Major
- Develop an understanding of the history of music, including great musicians and composers

TEACHING AND LEARNING

- Our objectives are derived from our aims in Music and form the basis of our planning.
- Every child has at least one lesson per week from a specialist Music teacher.

Pupils will be given the opportunity to:

- Listen critically to a wide range of music
- Develop their understanding of musical elements and structures
- Respond using an informed vocabulary
- Perform music from their own and others' time, place and culture
- Express their ideas in musical form
- To communicate by recording their ideas on to paper and digital recordings
- Develop their abilities to both receive and communicate musical information to each other as listeners, performers and composers
- Develop an informed appreciation of the origins of different kinds of music
- Provide musical input into other subjects such as English, Mathematics, Humanities, Science and Dance
- Participate in a variety of musical experiences both within and beyond the school to include:
 - performing to live audiences in concerts and/or dramatic productions
 - performing in joint concerts with other departments of the Merchant Taylors' schools
 - performing in as wide a variety of venues as possible
 - singing for charitable organisations, for example at Christmas
 - competing in local music festivals from time to time
- Be given the opportunity to participate in extra-curricular activities which include:
 - Junior choir for Years 3 and 4

- Senior choir for Years 5 and 6
- Orchestra for Years 2 – 6 plus some members of MTBJS
- Ukulele Club for Years 2 - 6
- Percussion club for Years 5 and 6
- Be given the opportunity to have private music lessons from professional peripatetic staff in:
 - piano
 - violin
 - cello
 - double bass
 - flute
 - clarinet
 - oboe
 - saxophone
 - singing
 - trumpet/cornet
- Be given the opportunity to enter and compete in the annual School Music Competition

SCHEMES OF WORK

Music is delivered primarily by a specialist teacher who does not use a published scheme of work although some lessons (especially at KS1) are adapted from 'Music Express' published by A&C Black, London.

Music used in extracurricular ensembles is taken from a variety of sources including private resources and personal arrangements and compositions by specialist music teacher and peripatetic staff.

- Choir songs and orchestra music is taken from private resources and personal arrangements by H Burgoyne
- Percussion music from a variety of sources including personal arrangements by H Burgoyne

HOMEWORK

- No formal homework will be set, but pupils will be expected to practise for private lessons as set by their teachers
- KS2 pupils will be expected to learn song words for the Christmas production and, in addition to this, Year 6 will be required to learn script and song words for their musical
- Pupils will be expected to do a little research for joint Music projects from time to time

INCLUSION/EQUAL OPPORTUNITIES/DIFFERENTIATION

All pupils are given the opportunity to participate and to develop their understanding of the subject. There is help provided for children with specific learning difficulties and lessons contain differentiated exercises where appropriate.

FUNDAMENTAL BRITISH VALUES

Since November 2014, all schools have a responsibility to promote the '**fundamental British values**' of **democracy**, the **rule of law**, **individual liberty**, **mutual respect** and **tolerance** of those with different faiths and beliefs. We aim to promote these values through our music curriculum and our whole school ethos.

ASSESSMENT AND RECORDING OF PUPILS' PROGRESS

- Assessment is on-going and evidence for recording and reporting is gained from teacher observation with "end results" of each academic year in the form of scores and audio recordings for group composition work.
- Private instrumental tuition is assessed by the appropriate peripatetic member of staff through observation, and through Associated Board of the Royal Schools of Music examinations (as and when pupils are entered.)

REPORTING TO PARENTS

- Parent teacher interviews which are held twice a year at which the music specialist teacher will be present for parents to consult should they so wish.
- Written reports are prepared annually in the summer term and take the form of a general statement based on the extent to which the pupil has progressed and actively participated during the year
- Formal written reports are issued to parents at the end of the Summer Term by each member of the peripatetic Music team

THE ROLE OF THE MUSIC CO-ORDINATOR

- Keep up to date with developments in Music education and disseminate information to colleagues as appropriate
- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Music throughout the school
- Liaise with the peripatetic Music team

TDY ROBERTS
February 2016