



Music Policy

St. Elizabeth's
Primary School



Introduction

"Music is our daily medicine which aids for better communication with others and ourselves." (Evelyn Glennie OBE, Percussionist)

Music is a special means of communication and expression. At St Elizabeth's we believe that music has a unique role to play in developing children's social and communication skills, in nurturing their creativity and in promoting a sense of aesthetic and artistic value.

We aspire to stimulate through a wide variety of musical experiences, the growth of ability and knowledge necessary for children to explore and appreciate the world of music.

This policy states the school's philosophy on how music will make a contribution to each pupil's education.

Aims

St Elizabeth's Primary aims to enable every child to:

- experience the enjoyment of music
- develop listening skills
- improve concentration skills
- gain confidence in movement and coordination
- focus on fine motor skills
- develop an awareness of the basic elements of music (rhythm, pitch, dynamics tempo, timbre, texture & structure)
- learn about significant composers and their work
- have knowledge of reading basic notation
- increase awareness of a wide variety of styles, traditions and cultures through music.
- sing songs with increasing vocal expertise and confidence

- perform a variety of music using voice, tuned and untuned percussion, and brass or woodwind instruments.
- develop creative ideas through improvisation and composition.
- enjoy connecting and reinforcing skills gained across the curriculum through music making.

Planning and teaching of music

Based on the National Curriculum we wish to enable all children to:

Perform their own and other people's music,

- using voices, pitched and unpitched instruments
- in small or large groups
- to other children, parents and teachers in a variety of settings

Compose in small groups and as a whole class,

- using voices, tuned and untuned percussion, tuned instruments, sounds from the environment and IT
- recording their compositions on video/cd and on paper

Listen and appraise live and recorded music from a range of styles and traditions, including children's own performances and compositions.

Most classroom teaching is based on *Charanga Musical School* digital scheme. Foundation Stage use this scheme as one of a variety of different resources in their planning.

All other year groups follow the scheme, using modules to link with other areas of the curriculum where possible. A wealth of audio and visual resources are provided to accompany each unit, and teachers use additional material where appropriate.

Other music teaching takes place;

- during KS1/KS2 singing sessions each week
- through peripatetic instrumental lessons
- in Wider Opportunities instrumental lessons
- through preparation for school concerts and performances
- through collective worship and sacramental preparation
- in coordination with other subjects, through cross-curricular links
- in after-school clubs such as Choir and KS1 music club

Assessment and monitoring, and Pupil Progress

Pupils are assessed during lessons on a group and individual level. Class teachers make judgements based on the objectives for the lesson and on children's self and peer evaluations where possible. An assessment summary sheet for the class is completed after each module and is monitored by the Music Coordinator.

Individual pupil progress can be tracked throughout their time at the school, and teachers are able to report to parents, as well as when handing over to the next class teacher. The teaching of skills can also be tracked by the coordinator when monitoring the year group assessment files and audio/video recordings made each year. This allows for a whole school approach, ensuring that the full range of skills are covered.

Special Educational Needs and Equal Opportunities

We believe it is vital that music be made available to everyone regardless of musical ability. All children should be encouraged to value others' musical ideas and achievements. Music plays a special role in helping children with additional needs to express themselves and to develop other personal learning skills.

Regular class music and singing opportunities for all children are particularly helpful in identifying those children who have marked musical ability. Children who show such ability are given scope to enhance their skills, e.g. through peripatetic lessons and concerts, singing or playing solos to a wider audience during school productions and parish celebrations, or writing their own compositions.

The skills children learn through music can encourage them to value the cultural diversity of our society. We use a scheme and an additional musical repertoire of songs, instrumental pieces and music for listening and appraising, which reflects the diversity of music both within our community and throughout the world.

Children are not required to audition for choir or any other music clubs, as all children are welcome to join and are actively encouraged to participate.

The role of the Music Coordinator.

The Music Coordinator will:

- ensure appropriate planning and resources are available and accessible for all staff
- answer any subject knowledge queries and address staff needs
- monitor music teaching and learning, targeting and supporting any areas of concern
- coordinate Wider Opportunities instrumental lessons
- coordinate peripatetic instrumental lessons
- lead and support preparation for school concerts and performances
- assist in collective worship and sacramental preparation
- lead and deliver after-school clubs such as Choir.