

## ST MARGARET'S COLLIER STREET SCHOOL

### MUSIC POLICY

#### Rationale

Music is a universal language that embodies one of the highest forms of creativity. Music stimulates complex thinking which requires high levels of precision. It demands commitment and imaginative decision making. It is a powerful medium for communication between people of different ages, cultures and social backgrounds.

The art of music is the aesthetic organisation of sound using the elements of rhythm, pitch, dynamics, timbre and texture, within a variety of structures.

There is evidence to show that musical skills are transferable, promoting high level intellectual and physical attainment and evoking profound emotional response.

Successful participation in music develops pupils' self esteem, confidence and learning skills. It is an effective medium for self-expression, engenders enjoyment, enhances co-operative working and promotes a sense of community.

For all those reasons, we believe music is important and as many children as possible are provided with the opportunity of learning an instrument as well as frequent opportunities to sing.

#### Aims

- to develop pupils' skills, knowledge and understanding in performing, composing, listening and appraising
- to develop pupils' understanding of how music can take a variety of forms and that music can reflect other times and places
- to develop pupils' independence, self-esteem, motivation, and empathy with others and the ability to work with them.

#### Objectives

The following objectives, derived from the aims, inform our planning. They are used in conjunction with the scheme of work to form the basis of evaluation and assessment:

##### **To develop pupils' skills, knowledge and understanding in performing, composing, listening and appraising.**

##### **To develop abilities to think musically through appropriate performing activities, and to read and use notation.**

- to develop abilities to visualise musical ideas, phrases and structures and to communicate them
- to enhance pupils' listening skills, awareness of musical structures and ability to understand and use technical vocabulary

##### **To develop pupils' understanding of how music can take a variety of forms and can reflect other times and places.**

- to develop an understanding of a variety of musical forms and styles through performing and listening to choral and instrumental music
- to develop an informed appreciation of the context in which music was composed, performed and heard.

**To develop pupils' independence, self-esteem, motivation, and empathy with others and the ability to work with them.**

- to encourage pupils to express independent opinions and conceive ideas using listening skills, knowledge and understanding
- to develop pupils' interest, enjoyment, motivation and self-esteem through performing, creating, listening and talking about music to learn how to understand and communicate musical information as composer, performer and listener
- to develop an awareness of the importance of integrating composing, performing and listening.

### **Principles of teaching & learning**

Emphasis is placed on practical involvement by all pupils in composing, performing, listening and appraising through whole class, small group, paired and individual activity. Teaching styles are selected to suit the chosen activity and the learning needs of the pupils. According to the task set, teachers:

- encourage, inspire, direct, let go
- observe, help, counsel, advise, instruct
- prepare, lead, appraise
- participate in and share musical experiences
- manage individual, paired, small group and whole class activity
- control and enhance learning environments
- make best use of all available resources
- develop strengths and nurture gifts.

**The learning process for children will be active and co-operative, involving them in:**

- decision making
- problem solving
- refining and rehearsing
- presenting
- evaluating
- responding with feeling
- making music with commitment, sensitivity and accuracy
- directing and following musical direction.

### **Differentiation & special needs**

The aim is to give all pupils the maximum opportunity for success and to reach their potential in the key areas of learning. In order to achieve this it is essential to be aware of and build on individuals' previous experiences and achievements in music within and beyond the school.

### **Breadth & balance**

We recognise the need to manage the wide range of skills and concepts to be taught. Music is studied from a variety of perspectives. We endeavour to keep a balance in creative, interpretative, aural, social, cultural and aesthetic teaching skills, concepts and perspectives throughout each key stage. Content will be selected to ensure pupils receive a breadth of experience that enables a balanced range of skills to be developed and concepts understood. Repertoire will include music in a variety of styles from different times, places and cultures, and by well known composers and performers, past and present.

## **Variety**

Pupils will be engaged in a range of listening activities starting from a variety of stimuli. Imitating and aural-response work, including vocal and instrumental improvising will lead to group, paired or individual composing activities and will be the predominant teaching and learning style. Children will speculate on and draw conclusions from what they hear.

## **Relevance**

Musical activity can start from singing games, songs of historical and cultural interest, music to celebrate a festival, collective performance, recorded or live performances or composing for a school or local event. A range and variety of musical activity and experience can be inherently relevant if appropriate teaching and learning approaches are adopted as outlined above.

## **Cross-curricular skills & links**

Music makes a major contribution to the skills of:

- perception through aural discrimination
- memory development and analysing music
- numeracy skills through pattern and time relationships
- non-verbal communication skills through the medium of sound
- interpersonal skills through group and partner tasks
- decision making and problem solving skills through performing and composing
- physical and practical skills through manipulation of the voice and instruments
- creative and imaginative skills through expressing musical ideas and feelings
- independent learning through individual performing and composing.

Music is a feature of our multi-faceted culture. It has the capacity to create an awareness of the positive and negative environmental impact of sound and can assist health education by enhancing quality of life through a sense of well-being.

Experiences in one curriculum area can stimulate and enrich work in another. Subject divisions define and clarify but they can be restrictive when related to the organisation of learning. Consequently, curriculum planning for music is linked to other areas of the curriculum where appropriate but includes independent subject based progression of skills and experiences. Thus, in devising a scheme of work for music, natural links with other areas of the curriculum are exploited wherever possible and key skills and concepts are emphasised as appropriate.

## **Equal opportunities**

All pupils regardless of race, gender, ability or social origins have an entitlement to experience, enjoy and express themselves in music through the school's curricular and extra-curricular provision. In order to realise this, teachers will guide individuals towards musical activities and experiences in which they can succeed. They will provide appropriate resources to meet pupils' needs and a range of relevant tasks to enable them to achieve through what they can do rather than fail.

## **Health and safety**

Pupils will be taught the correct and safe way to carry and use instruments and electrical equipment such as tape recorders and keyboards and to avoid injury to themselves or others. Electrical safety will be assured wherever mains electricity is used, notably with computers, electronic keyboards and audio equipment.

### **Assessment recording & reporting**

Opportunities for assessment will be identified when planning learning outcomes. Children will have ongoing teacher assessment.

### **Management & administration**

Many people help teach music including outside and visiting specialists. Consultation is central to the development of music within and beyond the curriculum. Administration relating to the music curriculum, extra-curricular activities and visits by musicians is the responsibility of the music subject manager.

### **Role of the Subject Leader**

Please refer to the curriculum framework and job description.

### **Resourcing**

Budget allocation for music resources is agreed by the Headteacher following the annual review of music and after discussion of the music action plan and the school development plan. Soundhub funding is also allocated and used to deliver weekly instrumental tuition to two year groups for 30 minutes per group.

### **Review**

Resources, teaching and learning needs are identified and priorities for in-service training and support are established.

This policy will be reviewed by the Subject Leader regularly and staff and governors will discuss changes.

This policy should be read in conjunction with other school policies.