

# Newton Flotman Primary School

## Music Policy



Policy agreed by: \_\_\_\_\_

Date: \_\_\_\_\_

Review Date: \_\_\_\_\_

## **Policy Statement**

Music should be an integral part of every child's experience. It is not intended to cater only for the needs of the talented. All can derive considerable fulfilment and enjoyment from the study of music at whatever level or in whatever form that best suits the particular needs of the individual.

## **Aims**

We aim to develop in the children a personal satisfaction and self-confidence through the understanding and appreciation of music which will spill over into other areas of the curriculum and which will remain with them in later life.

## **Time Allocation**

The time available for music should be about 5% of the timetable. It is recognised that the allocation of time varies through the year and across the school. More time may be given on performing in the run up to Christmas. Pupils in the early years may require 'little and often' while older pupils are given concentrated periods of time in which to complete compositions.

## **Planning and links with other subjects**

Planning is done with reference to the Q.C.A. guidelines. Music has an effect on the spiritual, moral, social and cultural development of the individual. In the early years it is used to reinforce learning in literacy and numeracy. It has close links with I.C.T. It can be used to enhance learning in all areas of the curriculum because it engages both right and left-brain activity.

## **Teaching and learning**

Music Education falls into two categories:

- Performing and composing
- Listening and appraising

### **1. Performing and composing**

- Playing and singing by ear and from symbols. This includes memorising songs of increasing length and complexity and performing from signs and a variety of musical instructions.
- To control the sound made by the voice and a range of instruments. As children develop control over pitch, dynamics, and breathing they become increasingly aware of the variation of sounds possible.
- Performing with others – as most musical activities aim towards performance, this is a very important element. Group music making is

an excellent discipline as children learn to listen and respond to others with sensitivity.

- Composing, arranging and improvising. Composing is the development of musical ideas to create original pieces of music. This includes the exploration of an increasing range of sound stimuli to produce sound patterns.
- Refining, recording and communicating music using signs or notation to enable others to play a piece of music. The use of a tape recorder is effective at all stages as a way of making a permanent record and as a basis for discussion.

## 2. Listening and appraising

- Listening and identifying musical elements and structures. Listening is a vital element in the understanding and enjoyment of music; it is important to develop a musical ear in order to compose and perform. From an early age children should be encouraged to listen with care to their own and other's music. Distinctions should be made within the musical elements of pitch, pace, duration, dynamics, timbre, texture, structure and silence. Children need to be able to respond appropriately to the character and mood of a piece of music.
- The history of music, its composers and traditions – by the end of Key Stage 2, pupils should have some knowledge of musical history and of the social and historical context of influential composers.
- Appraising music – pupils should be given the opportunity to listen to a wide variety of music and to reflect on, discuss and evaluate what they have heard.

## **Resources**

These include percussion and pitched instruments located in the hall, I.T. and audio visual equipment located in each classroom, reference books including Music Express and a book and C.D on multicultural music. A variety of classical C.D's is kept in the hall. Generally music is taken by the class teacher but we welcome input from other experts.

## **Special Educational Needs**

Reference should be made to the school's Special Educational Needs policy. Music can be of particular benefit to children with specific language difficulties because it gives opportunity for communicating ideas which may not be expressed easily through words. Where children show a particular flair for music this will be encouraged and developed.

## **Equal Opportunities**

In accordance with the school's Equal Opportunities Policy we try to ensure equal access by all pupils to all parts of the curriculum.

## **Assessment, recording and reporting**

Staff refer to the Q.C.A. guidelines. Assessment will be done mainly by observation. At times children will record their work in music by using

symbols for others to follow or using a tape recorder. Progress is reported annually to parents in the Foundation Stage profile and in reports.

### **Health & Safety**

Please report any damage to equipment to the music co-ordinator.

Recorders should be disinfected on a regular basis.

Please refer to the school's Health & Safety policy for further information.