

St Laurence Catholic Primary School

Music Policy

April 2013

**“Through God’s grace, a community growing in
knowledge and understanding”**

“Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development.”

The National Curriculum Handbook Key stage 1 and 2
2000 DfEE/QCA

Aims

Within Music at St Laurence we aim to engage children in the exciting experience of making and responding to music by providing opportunities to:

- encounter and appreciate a range of music from different times, cultures, traditions and societies.
- develop understanding and enjoyment of music.
- extend and develop their own interest and increasing ability to evaluate musical quality.
- acquire the knowledge and skills necessary to compose and perform music, both in school and in the wider community.
- develop skills, attitudes and attributes that can support learning in other subject areas and enhance life, including listening skills, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence, collaborative skills and sensitivity to others.

Content

During their time in Foundation Stage, children learn to:

- recognise and explore how sounds can be changed.
- sing simple songs from memory.
- recognise repeated sounds and sound patterns.
- match movements to music.

Throughout Key Stages 1 and 2, music teaching should develop the interrelated skills of performing, composing and appraising in all activities. Through these, children should be able to apply and extend their knowledge and understanding of music, as well as their listening skills.

In particular, by making and responding to a wide range of music, children should be helped to understand:

- how sounds are made, changed and organised.
- how music is produced.
- how music is influenced by occasion, culture, purpose and venue.

Key Stage 1

During Key Stage 1 children listen carefully and respond physically to a wide range of music. They play instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions with increasing confidence, imagination and control. They explore and enjoy the way both sounds and silence can create different moods and effects. Also, they begin to explore how ICT can be used to create and manipulate sound.

Key Stage 2

During Key Stage 2 children grow in confidence and skill in singing and playing instruments. There is an increase in self-expression, yet also in their ability to play co-operatively in group performances. They improvise and develop their own compositions, showing increasing personal

involvement, independence and creativity. Children learn how to use ICT to create and manipulate sound. Through a variety of stimuli and a broad range of music from various times and cultures, the children explore their thoughts and feelings by responding intellectually, emotionally and physically.

During their time at St Laurence's, all children are also given the opportunity to experience the discipline and enjoyment of learning to play a musical instrument.

Planning

The foundational skills for much of Key Stage 1 music will be laid in the Early Years. Children will begin to join in at their own level with nursery rhymes and simple action songs, along with general explorations of sound, rhythm and movement. Above all, the enjoyment of music will be fostered.

In broad terms, the areas covered would be:

- **Listening Activities:** building up children's listening skills by differentiating sounds, eg. inventing sounds for characters in stories; distinguishing whether the note of a chime bar is short or long, high or low; recognising repeated sounds and sound patterns.
- **Body Control Activities:** improving physical dexterity, e.g. quiet tambourine races, body percussion.
- **Singing:** increasing control of vocal chords and breathing, e.g. singing along to music, then repeating the singing unaccompanied, paying attention to pitch and length of notes; singing simple songs from memory.
- **Creating Music Activities:** exploring how sounds can be made and changed using instruments.

From September 2007 music lessons within the classroom have been provided through the Cambridgeshire Instrumental Music Association (CIMA). The lessons that are taught throughout the school provides full coverage of the National Curriculum for music in the Foundation Stage, and Key Stages 1 and 2. The whole school music curriculum is constructed to promote the consolidation and progression of skills for every child as they move up the school, the continuity of aims, and a high quality of teaching and learning.

Voices Foundation

Since 2007 the school has been working with the Voices Foundation, in the teaching and promoting of singing within the classroom. Teachers have received practical training on how best to teach children how to sing, through inset days over the course of the years. The staff have used this training to support their teaching in class and have been observed to facilitate their development. The Voices Foundation will continue to be a part of the music teaching, within the school, through a defined curriculum.

Cross-Curricular Links

There are clear links between music and other subjects. Teachers are encouraged to integrate music into other curriculum areas where possible to enrich the children's learning. For example,

- *ICT* - use of music software to create and manipulate sound, interactive whiteboard resources.

- *Science* - how sound waves are produced, how instruments produce sound.
- *English* - music to accompany a poem, to stimulate discussion or creative writing; promoting communication skills through collaborative composition and performance work; developing language skills through singing; writing song lyrics.
- *Maths* - fractional value of notes (half notes, quarter notes, etc); observing patterns in music; learning maths skills such as times tables through songs.
- *History* – music and musical instruments of different periods (such as Tudor Music; Anglo-Saxon past-times and Egyptian dance).
- *PE* - dancing of any style; understanding of rhythm and movement in gymnastics.
- *RE* – considering music of different religious traditions, enhanced meditation.
- *PSHE* – evoke emotional response, nationalistic characteristics, citizenship.
- *Community Cohesion* – Excellence and enjoyment, Every Child Matters.
- *Art* – responding to music through creating pictures; using pictures to inspire music.

Assessment, Record Keeping and Reporting

Units of work are taught through key learning objectives that are shared with the children each lesson. Assessment of how well the children meet these objectives will be through the ongoing observation of practical activities and discussion in class.

At the end of each year assessment of each child's achievement will be made according to the level descriptors of the National Curriculum attainment targets. The child's progress in music will be reported to parents in the annual Record of Achievement.

Equal Opportunities

Music provision must be for all children, and a balanced and progressive programme will be provided which takes account of their ability, special needs, culture, gender and background. It is important to consider the specific needs of children in a class to ensure any activity will give opportunity for all to learn and succeed.

Care should be taken to include music from many cultures, particularly those represented in the class. This will help to develop positive attitudes amongst the children towards other cultures and societies. It is important to remember that music could be used as a communicative tool to support children learning English as an additional language. Other considerations should be for activities that will appeal to both boys and girls, and advice should be sought on how best to cater for those with hearing impairments.

During musical activities, it is important to nurture an ethos where all children feel able to participate and know that their contributions are valued. Co-operation, respect and appreciation of others' work are vital in developing confident musical expression.

Spiritual, Social, Moral and Cultural Aspects

Music provides a useful medium for the teaching of spiritual, social, moral and cultural issues. Opportunities should be provided for reflecting upon the more expressive and emotive nature of music. Children can express themselves in their own creative work and in response to a musical performance, which can help them appreciate how music can change people's behaviour and mood. They can be encouraged to see that music can be a powerful form of communication between the composer/performer and their audience. It is also an international language, understood and used around the globe. Through exploring music of many cultures the children can celebrate the rich diversity of one another's cultures, as well as the similarities and differences between them. Songs for singing in school assembly are chosen specifically to contain thought-provoking lyrics, to encourage children to reflect upon and consider the words of the songs they sing. Making music together offers the opportunity to develop skills in working effectively with others. Performance of music can contribute to building confidence and self-esteem. Music also provides opportunities for children to be involved in the wider community, for example through performances of visiting musicians or taking part in musical events outside school.

Additional Musical Activities

A weekly Music Assembly provides children with the opportunity to sing together as a large group with live accompaniment. Children also hear a variety of recorded music on entering and leaving the Hall, related to a particular theme, such as a brief tour of the history of classical music or of world music. This broadens their general musical knowledge.

Other opportunities for musical performance are open to all through the Christmas Concerts and other musical productions.

Extra-curricular musical activities are often provided. Currently, for example, the school choir meets, giving opportunities to extend and challenge the vocal skills of children in Key Stage 2 and Key Stage 1, as well as being a source of enjoyment. The choir is open to all who are enthusiastic and committed, regardless of ability. There have been opportunities for the choir to perform both in school (in assemblies and concerts for example) and the wider community. There is also a school orchestra for those in Key Stage 2, which rehearses weekly.

In addition to extra-curricular activities provided by staff, the school is able to offer violin tuition, cello, piano, singing, guitar and clarinet through the Cambridgeshire Instrumental Music Association (CIMA), to those interested and other instrument are available for tuition if requested by parents. These are with a CIMA teacher during the school day, usually in a small group. Parents pay termly for these lessons. CIMA will hire out instruments if necessary.

Resources

The school has a wide variety of both pitched and non-pitched instruments, including 15 electronic keyboards for whole class use. There is a selection of instruments, which are stored in accessible locations, and there is a central store of larger instruments such as drums, xylophones, glockenspiels and the keyboards.

There is also a wide range of CDs to help with teaching music. Every classroom has a CD/tape player, as well as a DVD/CD player on the class teacher's laptop.

There is an integrated audiovisual system available to project images with music in the Hall, suitable for assemblies, concerts and performances. The screen can be used to allow the children to view scores, and for listening to and evaluating their own performances, allowing them to develop their skills of appraisal and music reading.

The 2 school pianos are tuned regularly.

St Laurence's aims to provide every child, with a rich and diverse musical experience through a range of activities. It is hoped that this will provide a foundation for life-long enjoyment of the subject.

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