



Priory Infant School

Music Policy

Introduction:

Music is essentially a practical subject which can be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them, and in developing these skills there is evidence to show that this promotes high levels of imaginative and creative thinking, which can be used across the curriculum.

Aims:

To encourage awareness, enjoyment and appreciation of music in all its forms.

To develop imagination and creativity.

To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.

To offer opportunities to ***perform, compose, listen and appraise.***

Performing skills:

Children will be taught to sing a wide range of song and use their voices expressively.

They will have the opportunity to play tuned and untuned instruments with increasing control and rehearse and perform with others, with an awareness of audience.

Composing skills:

Children will create musical patterns and will be shown how to explore, select and organise musical ideas. These will then be recorded in a variety of ways, (e.g. pictorial score and tape recording)

Appraising skills:

Children will be given the opportunity to explore and explain their ideas and feelings about music.

They will analyse and compare sounds and will become confident at suggesting improvements to their own work and that of others.

Listening and applying knowledge and understanding.

Children should be able to listen with concentration and recall sounds with increasing memory. They will develop a growing awareness of the musical elements:

- *Beat* (the constant, where you would clap to music, same as pulse)
- *Rhythm* (the pattern or tune of music)
- *Dynamics* (loud, quiet),
- *Tempo* (fast, slow),
- *Pitch* (high, low),
- *Timbre* (the sound of different instruments played together),
- *Duration* (long, short)

Children will learn how these elements affect music and how music can be used for different purposes.

Approach:

Music will be taught throughout the school, developing cross curricular links where possible. As well as music lessons in class, whole school singing sessions take place weekly and are usually led by the Headteacher or music co-ordinator.

The music co-ordinator will take class music lessons, by arrangement, on a 'class swap' basis. The school is using the 'Music Express' and LCP Music schemes throughout the school. These serve as a base to aid and enhance the teaching, but are not intended to be rigidly adhered to. Teachers will make professional judgements about when to adapt, omit or add additional materials to benefit learning. Music Express is organised into teaching units which are designed to help implement the requirements of the National Curriculum.

Differentiation and SEN

Pupils in a class will follow the same programme of work, but tasks and questions will be set accordingly to the ability of the individual. Differentiation will often be by musical outcome, where a greater understanding of the elements of music are shown and performed. Gifted and talented children will be given the opportunity, when possible to experience a more in depth approach to music making in addition to class lessons.

Assessment:

Teachers teaching music will use the school music assessment sheet based on the criteria required in the National Curriculum. This information will be used to inform future planning and provide parents with feedback at parent's evenings and yearly report.

Equal opportunities:

All children will have the opportunity to participate fully in classroom music lessons and activities. As part of the National Curriculum children will experience music from various countries and cultures.

Resources:

Each class has access to their own or shared music box which contains a selection of untuned percussion instruments. These boxes are kept in the classroom and should be checked regularly for breakages and losses. Teachers should use this resource where suitable in cross curriculum links. Larger and more varied instruments are kept in storage trolleys around the music room. Children should be taught how to care for all the instruments. Any breakages or repairs required should be reported to the music co-ordinator.

Role of Co-ordinator:

The music co-ordinator will:

- Provide advice and assistance to all staff when requested, in order to implement the music policy consistently throughout the school.
- Operate a 'class swap' facility, when required, to teach music lessons to other classes.
- Organise resources to support the school music policy and scheme of work.
- Co-ordinate purchasing, organisation and distribution of resources.
- Liaise with other schools to promote the quality and variety of music education/enjoyment.
- Monitor policy and implication of scheme of work.

Extra Curricular music activities:

Extra curricular music plays a valued role within the school.

All Year 1 and 2 children who wish to will have the opportunity to join the Golden Time Musical Theatre group and perform in 'mini concerts' to the other children during assembly time.

The school offers a ukulele club and a choir club after school at a subsidised rate to encourage all children who would like to be able to attend.

An after school Music & Percussion Club is offered to each year group throughout the year.

Review:

This policy will be reviewed in Spring 2019