



## **Music Policy**

**Signed on behalf of Governors:**

**Date...October 2017.....**

**Review Date...October 2018.....**

# POLICY DOCUMENT FOR MUSIC

**The national curriculum for Music states that:**

## **Key stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

## **Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

**We believe that Music:**

- Develops the capacity to express ideas, thoughts and feelings.
- Develops children's listening skills and sensitivity to sound.
- Develops empathy and cultural awareness.
- Develops social skills such as tolerance and teamwork.

# AIMS

## **In Performing and Composing we aim to:**

- Encourage children's development as musicians.
- Foster their appreciation and enjoyment of music.
- Give opportunities to respond to and communicate feelings and ideas through music.
- Perform and record music using a variety of notational methods.
- Create music within groups using instruments.
- Explore the wealth of sound-making sources.
- Learn how to play tuned and untuned percussion.
- Rehearse, modify and perform their compositions to a variety of audiences.
- Sing a range of songs and rounds in class and in other groups.
- Evaluate their own performances and the performances of others.

## **In Listening and Appraising we aim to:**

- Provide opportunities for children to listen to music from a variety of cultures and eras.
- Offer the chance for children to hear live music from a variety of cultures.
- Develop children's listening skills to enable them to identify the main features of a piece of music. This might include instrumental families, rhythms, texture, volume or pitch.
- Enable children to respond creatively to what they have heard. This might be through dance, discussion or writing.
- Teach about composers and when pieces of music were written.
- Give opportunities to put into practice what they have learned, by evaluating their own compositions and those of their peers.

## **Organisation of Teaching:**

- Teaching of the basic skills of music will be carried out by the class teacher. We use Churanga as a teaching and planning tool to support and enhance the delivery of Music in class. This resource incorporates a range of activities and music to educate the children about all key aspects of music. This resource covers the requirements as set out in the National Curriculum and is organised to develop as the children move higher up through school.
- Music teaching is delivered as follows:
  - i) A short, weekly session where children have the opportunity to sing, or practice and reinforce work on basic rhythms. These sessions develop performing and composing skills and / or listening and appraising.

- ii) Performing in front of the school – children practice songs, musical tunes and skills leading to a whole school performance. This includes parent showcases, whole school productions and Christmas performances and end of year performances for parents.

This will be used to:

- Increase the children's repertoire of known songs.
- Practice and refine their singing skills.
- Give further attention to improving pitch and tone and to discuss and practice tempo and rhythm.

### **Planning:**

Teachers plan in year group teams. To ensure continuity and progression, they use the guidelines in the National Curriculum Music document, Churanga, Singing Sherlock, LCP Music Resource Files KS1 + 2, Music Express and Sing Up! The main focus of teaching music is around teaching key skills and vocabulary in playing, reading and performing.

### **Resources:**

In the library:

- A variety of untuned percussion instruments.
- A range of tuned percussion instruments and recorders.
- A collection of music resource books, song books, compact discs, cassettes and schemes of work.

Access to ICT resources around school can be used to record the children's work and then used for listening and appraising.

### **Review:**

The policy and scheme of work for Music will be examined again after whole school training in the use of Churanga.

Laura Chambers, reviewed policy October 2017

Review policy again – October 2018