



Elmsett C. of E. V.C.P. School

Music Policy

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1. Defining Music

Music is concerned with the creative, emotional and aesthetic response to a combination of sounds. Within the guidelines of the National Curriculum "creation" is defined as Attainment Target "Performing and Composing" and "Evaluation" as "Listening and Appraising".

2. Aims

- To experience and develop an appreciation of music in a wide range of styles from different historical, cultural and traditional backgrounds
- To develop their ability of listen to and appraise music, distinguishing instruments, musical elements and mood changes
- To have experience of performing their own compositions and those of other people through singing and playing instruments
- To find enjoyment and fulfilment in musical expression
- To develop appropriate vocabulary and skills to achieve these aims

3. Principles of the Teaching and Learning of Music

Music is important in that it is a pleasurable activity which can be enjoyed at all levels and ages. Greater appreciation and knowledge of music is heightened by understanding. Knowledge of the work of a range of musicians contributed to cultural awareness. Musical sounds and traditional notation have no National boundaries.

4. Skills

To enable the child to develop musically, they need to be introduced to the following:

Early Years Foundation Stage

- Nursery rhymes and action songs
- Music lessons geared towards topic and planned by class teacher using EYFS guidance and also following Music Express

Key Stage One

- pitch - high/low notes
- duration - long/short notes

- pulse
- rhythm
- dynamics - loud/quiet
- silence - long/short
- speed - fast/slow
- timbre - quality of sound
- texture - one sound at a time/several sounds simultaneously
- structure - pattern, repetition/contrast

Key Stage Two

- pitch - gradations of pitch
- chords
- duration
- pulse
- metre and rhythm
- dynamics - different levels of volume, accents, silence
- speed - gradations of speed
- timbre - different qualities of sound texture
- different ways sounds are put together - melody and accompaniment
- structure - different ways sounds are organised in simple forms, phrase, repetition, contrast, ostinato (a musical pattern which is repeated many times), melody
- composition skills - creating short pieces of music

5. Teaching Methods, Organisation and Development

A published scheme called 'Music Express' with musical material on CD form the backbone of our class music lessons. These pre-recorded resources can be stopped and started for pupil development and follow up. The children gain experience of singing, instrument playing (tuned/untuned), listening and composition skills.

The predominant mode of working is within the school class organisation. Within this structure, pupils may be required to work in small groups, as individuals, or as a whole class, wherever appropriate. Because of the

organisation, groups are often of mixed age as well as ability. Discussion and interactivity are encouraged.

All music lessons are taught by the class teacher. Extra-curricular activities of recorder lessons and Glee club are available during the year from the school, usually in conjunction with seasonal activities. We also offer drum and guitar lessons provided by the Rock and Pop Foundation.

Visiting specialist groups are invited into school and visits to concerts and other productions ensure that a wide variety of skills are demonstrated to pupils.

School broadcasts via the internet may be used by non-specialist staff throughout the key stages if deemed appropriate.

Pupils with special needs are encouraged to participate equally and if necessary may be given special opportunity for musical development. Pupils with a particular flair for musical ability will be advised and assisted within school and encouraged to share any skills gained through private lessons.

Homework may be used to revisit areas covered in a lesson and will include such tasks as research and opinions. Bringing instruments, recorded music or artefacts into school.

Able, Gifted and Talented music events form part of the cycle of AGT sessions organized by our pyramid of schools.

6. Assessment

Feedback to pupils is always done whilst the task is being carried out or in the case of performance on its conclusion. Comments are aimed at being positive and constructive.

Formative assessment is mostly carried out informally during the course of a lesson.

Children are encouraged to appraise their own work and on occasion, each others.

This is especially useful following composition.

7. Resources

There are shared classroom resources for music as all resources are on a music trolley which is moved to whichever area of the school it is required.

The school is well equipped with a good range of pitched and unpitched percussion instruments. They are well looked after by the children and treated with care.

Future purchases would ideally include a better keyboard and updated listening/recording equipment.

There is opportunity for musical research on CD-Rom software and the library has a number of music books available.

Annual consideration is given to buying in music expertise via our school budget and/or PTA funding so that the children can experience live music in school.

8. Equality

We are committed to providing effective learning opportunities for all pupils and apply the principles for inclusion planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual.

Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, and disability, as well as different social, cultural and ethnic backgrounds. They will also be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly by making effective provision and liaising with appropriate staff.

We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.