



# Music Policy

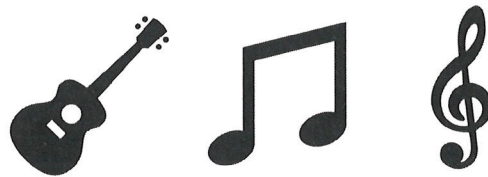
Ratified: September 2024

To be Reviewed: September 2026

# Taughmonagh Primary School

## Music Policy

September 2024



## **MISSION STATEMENT**

Taughmonagh Primary School is a happy, nurturing and stimulating learning environment in which children are secure and valued. We work in partnership with parents and the community to enable the children to find and develop their own talents and strengths.

At Taughmonagh Primary School we value Music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment. We recognise the value to providing a range of musical experiences which allow the children to develop skills in:

- Music
- Thinking, problem-solving and decision making.
- Self-management
- Working with others
- Managing information
- Being creative

## **AIMS**

These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the pupils.

- Evoke a creative response to music through experimentation e.g. singing, composition, movement.
- Provide activities that develop musical concepts and skills sequentially.
- Develop awareness of different cultures and traditions through their music.
- Broaden understanding of a wide variety of styles.
- Encourage the enjoyment of music and provide the opportunities to express ideas and feeling through music.
- Offer children the opportunity to experience personal satisfaction through making music together and to develop the skills necessary to achieve the highest possible standards in this activity.

## **STATUTORY REQUIREMENTS**

Pupils should be able to:

### **Foundation Stage**

- Work creatively with sound.
- Sing and perform using simple instruments.
- Listen and respond to their own and others' music-making.

### **Key Stage One**

- Work creatively with sound by investigating, experimenting, selecting and combining sounds to express feelings, ideas, mood and atmosphere.
- Sing and perform with simple instruments to develop vocal and manipulative control.
- Listen and respond to their own and others' music-making, thinking and talking about sounds, effects and musical features in music that they create, perform or listen to.

### **Key Stage Two**

- Work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created.
- Sing and perform with simple instruments from memory, by ear or from notation to develop vocal and instrumental skills.
- Listen and respond to their own and others' music-making, thinking about talking about and discussing a variety of characteristics within music that they create, perform or listen to.

## **TEACHING METHOD**

In Taughmonagh Primary School children will have opportunities to be involved in music activities as a whole class, in groups and during play. Planned activities will be relevant to children's interests and may relate to other areas of learning.

A sense of enjoyment is fostered, along with the development of social skills and confidence in their music making, both as individuals and members of a group.

The teaching method employed will vary according to the age, ability and experience of the children and according to the skill being taught.

## **PROGRESSION**

### **Foundation Stage**

As pupils progress they should be enabled to:

- Be aware of and perform a steady beat;
- Distinguish between loud/quiet sounds, high/low sounds, long/short sounds, fast/slow music;
- Listen to and repeat simple rhythms;
- Make music (e.g. by using vocal and body sounds and by tapping, shaking and scraping simple instruments);
- Watch and respond to start/stop signals;
- Value own and others' contributions in the team aspect of music making and performing.

### **Key Stage 1 into Key Stage 2**

Through experiences of making and responding to music children should develop:

- Increasing ability to combine and use the elements of music to express their own ideas and feelings and to create mood, atmosphere and contrast;
- Increasing control of the sounds they make when singing (words, expression, breath control and singing in tune) and playing simple percussion instruments (manipulative control); and
- Increasing awareness and understanding of the elements of music in relation to:
  - loud sounds, quiet sounds and silence *progressing* to variations in volume, including increasing/decreasing levels of sound (dynamics);
  - fast music and slow music *progressing* to variations in speed, including getting faster and slower (tempo/pace);
  - long sounds and short sounds (duration) *progressing* to patterns of longer and shorter sounds (rhythm) over a steady beat, including repeated rhythmic patterns;

high sounds and low sounds (pitch) *progressing* to patterns of higher and lower sounds (melodic shape), including repeated melodic patterns;

- characteristics of the sounds they make and hear *progressing* to qualities of sounds they make and hear, including the sound characteristics of common musical instruments (timbre);
- single sounds and combined sounds *progressing* to combinations of sounds (texture), including melody and accompaniment.

### **ASSESSMENT AND RECORD KEEPING**

All class teachers will use their assessment of the children in their class to plan appropriate work in music. Class teachers will make an assessment of each child's progress in music and keep appropriate records of achievement.

Assessment is an on-going process brought about by:

- Observation of children working.
- Discussion with children before and after working.
- Specifying learning intentions and giving pupils opportunities to set their own goals and reflect on their own and others' work.
- Feedback to parents in the annual report.

Assessment will take account of pupils' abilities and informs the teacher to target work best suited to the pupils' stages of development.

### **CROSS-CURRICULAR CONNECTIONS**

On occasions work in music will have cross-curricular connections for example, art, literacy. Where this is the case, these connections should be shown in teacher's planning for the curriculum areas involved.

### **CELEBRATIONS OF SUCCESS AND DISPLAY POLICY**

It is important that children's success in music is acknowledged and celebrated appropriately. This can be done through the displaying of music work in classrooms and other areas of the school. It can also be done through performance of children's work to class, year group or school.

### **SEN AND DIFFERENTIATION**

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. Music is broad and 'open-ended', providing

opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. Therefore music helps to focus on what makes children similar and equal – not different.

Where pupils have special educational needs which are not identified as being learning difficulties but require other special provision (e.g. technological aids) then we will as a school endeavour to make provision.

### **EQUAL OPPORTUNITIES**

Children should not be discriminated against in terms of gender and race. All children should 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.

### **PLANNING**

Thinking Skills and Personal Capabilities will be integrated into music planners to ensure pupils:

- Think, problem solve and make decisions;
- Manage information;
- Be creative;
- Work with others and self-manage.

Links will be made with other curricular areas where appropriate. Long term planners will outline progression in creative, performing and listening skills.

Medium and short term planners make links to the long term planners and encompass teaching sequence, learning intentions, success criteria and resources. A flexible approach to planning is encouraged to take account of children's interests, ideas and experiences.

### **RESOURCES**

Each class has access to a selection of untuned percussion instruments. These instruments are kept in a central storage area and should be checked regularly for breakages and losses. Larger and more varied musical instruments are also kept in the central storage area. These

instruments include various glockenspiels, xylophones and chime bars. Children should be taught from an early age how to use and care for all these instruments and also to check each instrument before returning it to its storage area. School also subscribe to 'Charanga' which has schemes and lesson plans specific to each year group and for SEN. The music co-ordinator needs to be kept informed of any problems so that instruments can be replaced or repaired.

### **INDUCTION FOR NEW STAFF AND OTHER ASSISTANTS**

The music co-ordinator will ensure that new members of the teaching staff and other assistants have access to the Policy. The music co-ordinator will also ensure that new members of staff are aware of the music resources available, login details for online account and have a clear understanding of the essential health and safety information continued within this Music Policy.

### **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;
- organise resources to support the school music policy and scheme of work;
- co-ordinate purchasing, organisation and distribution of resources;
- arrange in-service support;
- liaise with outside agencies, other schools and colleges;
- monitor Policy.

### **EXTRA-CURRICULAR MUSIC ACTIVITIES/PARENTAL INVOLVEMENT**

Extra-curricular music plays a large and vital role in the life of Taughmonagh Primary School.

All children are encouraged to take part in various performances both in and out of school. There are opportunities for the children to listen to various musicians and therefore to extend their musical experiences. These activities are monitored by the music co-ordinator. Choir members also take part in carol singing and various performances throughout the year.

All these activities provide valuable opportunities to link with the local community, parents and also to liase with other schools. These

opportunities will vary each year and will reinforce the fact to the children that music should be shared and should be seen as an exciting way of communicating and expressing feelings.

Parents are encouraged to attend musical performances where applicable.

### TIME ALLOCATION

It is expected that music will be planned for each week. In foundation stage and key stage one, lessons may also be part of play based learning along with whole class and group work.

There are also opportunities for classes to be involved with music mornings provided by the EA's Music Service.

All children have opportunities to participate in musical performances during seasonal times of the year.