



Fiddlers Lane

Community Primary School

Music Policy

At Fiddlers Lane 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, creativity and aesthetic sensitivity. Participating in music creates a sense of achievement which is essential to raising self-esteem.

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, and 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.

CURRICULUM

Aims and objectives for music are taken from the National Curriculum 2014, to incorporate performing, composing, listening and appraising.

EYFS/KS1 Music

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.

KS2 Music

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.

Delivery of music is based on the Charanga scheme of work to ensure progression, which can be delivered as part of our thematic approach. Teachers are also encouraged to provide cross-curricular opportunities for music making e.g. compositions which depict animals for an animal topic, listening to Impressionist composers and looking at artists work as part of our curriculum in French, or composing sound effects to accompany role play.

We are part of the Wider Opportunities programme delivered by MAPAS, the Salford Music Service in which Y3 children are taught to play instruments and read music. They are given the option to continue this in later years. In accordance with MAPAS we use a rhythm scheme in school to teach basic rhythm values and notation and pupils begin to learn adapted Kodaly hand signs. Pupils use a range of ICT to enhance and develop music including recording equipment, 2Simple Music Toolkit and electronic keyboards. Teachers use ICT frequently to deliver the Charanga scheme of work and to provide children access to the range of music as outlined above.

At all key stages music teaching will:

- Develop each of the interrelated skills of performing, composing and appraising in all activities.
- Extend these skills by applying listening skills and knowledge and understanding of music.

Through the curriculum, by making and responding to music, pupils should be helped to understand:

- How sounds are made, changed and organised, for example, through the use of musical elements and structures.
- How music is produced, for example, through the use of instruments and musical processes including relevant symbols and notation.
- How music is influenced by time and place, for example, how it can be affected by the venue, occasion and purpose.

Foundation stage and Key Stage 1

Children listen carefully and respond physically to a wide range of different kinds of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short composition, with increasing confidence, imagination and control. They explore and enjoy the way sounds and silence can create different moods and effects.

Key stage 2

Children sing songs and play instruments with increasing confidence, skill expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical composition, in response to a variety of different stimuli, with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures.

All pupils across the school take part in singing practise once a week. Our annual Arts Week gives all pupils a chance to take part in cross-curricular music workshops for example djembe drumming for our theme on Africa.

Performing

Children in EYFS and Y2 take part in performances involving music each year. Each class takes part in a class assembly each year which teachers should ensure contains opportunities for musical performance. Y3 children take part in an evening performance with MAPAS at the Lowry theatre each year, and a performance at the Bridgewater Hall where they play with the Halle orchestra.

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 assess achievement as part of the Focus curriculum's record keeping system.

The shared drive contains a folder called Music Evidence, in which staff are asked to save photos, recordings, compositions from 2Simple or any other examples of children's achievements.

SEN AND INCLUSION

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.

ABLE, GIFTED AND TALENTED

We feel that it is very important to give children who shine in this area the chance to perform and to develop their skills further. (Also, it has been shown that pupils who have difficulties in other curriculum areas make more progress if their musical talent is developed.)

RESOURCES

Musical instruments are kept in a central storage area between the hall and Y1 classroom in labelled boxes. Sets of recorders and glockenspiels are kept in co-ordinators classroom. 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. The music co-ordinator needs to be kept informed of any problems so that instruments can be replaced or repaired. A range of songs are available in the hall for class singing and whole school singing many with accompanying CDs. There are other teaching resources on the MAPAS website to which we subscribe. Appendix 1 features a list of resources to cover each area of the curriculum.

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 and purchase resources to support the school music policy in conjunction with the resources manager;
- plan and deliver weekly singing assemblies;
- arrange in-service support;
- liaise with outside agencies, other schools and colleges;
- monitor policy and its implementation.

Monitoring

Music is monitored through lesson observations, learning walks and planning scrutinies carried out by the music co-ordinator. Assessment spreadsheets are updated after each learning challenge topic. The Governing Body will monitor this policy and its impact, and renew it every 3 years unless there is a change in statutory guidance.

Appendix – ICT resources to cover each aspect of the curriculum.

EYFS/KS1 Music

Pupils should be taught to:

<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> ♦ <u>Music games – Sample activities</u> A selection of singing and rhyming games to encourage students' creativity as well as offering solo/small group performing opportunities. ♦ <u>St George and the Dragon – The story in a song</u> A catchy song with easy-to-understand lyrics, this resource will be a favourite in the KS1 classroom. ♦ <u>Ancient Egypt song about Tutankhamun</u> In the style of a hoedown, this song is a great way for students to have fun whilst also learning about Ancient Egypt. ♦ <u>Teachers TV – Three songs</u> Three songs with different features and vocal exercises, including warm ups and new words in foreign languages.
<ul style="list-style-type: none"> • play tuned and untuned instruments musically 	<ul style="list-style-type: none"> ♦ <u>Touch screen piano – For interactive whiteboard</u> A PowerPoint presentation displaying the notes on a keyboard, providing multiple uses in KS1 music lessons. ♦ <u>Music challenge cards</u> A series of challenges to help students to independently explore a box of instruments. ♦ <u>Instruments and symbols – Making sounds</u> An exploration of instruments and symbols that will enable children to recognise the different ways that sounds are made and instruments are played ♦ <u>Playing the maracas</u> A great resource to use with your students as a starting point for learning to play untuned instruments knowledgeably and musically.
<ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> ♦ <u>Move to Vivaldi's Summer</u> Use movement to encourage students to respond to the contrasting sections of Vivaldi's <i>Summer</i>. ♦ <u>Listening and calming – Meditation by Massenet</u> Use this popular piece of classical music to calm your students and encourage concentration, listening and appraising skills. ♦ <u>Tomasi – Trombone Concerto, 3rd Movement</u> Inspire students to listen intently with this video of a young trombonist performing as a soloist with a symphony orchestra. ♦ <u>Appalachian Spring – A performance</u> A video to familiarise students with famous pieces of classical music as well as instruments of the orchestra.

<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> ♦ Humpty compose interactive activity An interactive <i>TES iboard</i> activity to encourage students to experiment with sounds and sequences. ♦ Rainstorms – composing music Students experiment with sounds using appropriate instruments to create and record rainforest music. ♦ Composing made easy Students will use this video as a stimulus to make body sounds and chant, later organising one-syllable words to make songs. ♦ Music composition programs Use these two interactive composition programs to encourage students to experiment independently with sound and other elements of music.
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KS2 Music

Pupils should be taught to:

<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> ♦ Performing Pachelbel’s Canon – made easy! Use this simplified version of Pachelbel’s Canon to get students to perform in an ensemble, using percussion and voices. ♦ African drumming patterns for class ensembles Four class ensembles that increase in difficulty, based on simple African cyclical patterns using call and response, improvised tunes and ostinato using the pentatonic scale. ♦ Infinity begins with ‘I’ – Introducing instruments A video to support non-specialist teachers and leaders in teaching creative music and introducing musical instruments to their KS2 class. ♦ Junk orchestra – Stomp ideas and rhythms Simple samba rhythms for students to play on homemade instruments that make up a “junk orchestra”.
<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> ♦ A Day in the Life of a Raindrop Use this story as a stimulus for students to create their own piece of music. ♦ Composition task – Sweet machine Students use <i>Charlie and the Chocolate Factory</i> as inspiration for composing pieces of music in groups. ♦ Habitats – The rainforest music Encourage students’ creativity by challenging them to recreate the sounds of the rainforest. ♦ Harry Potter ostinato Teach students all about ostinati with the help of six characters from the Harry Potter series.

<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> ♦ <u>Clap and click</u> This activity will get children focused and engaged, as they have to concentrate and listen carefully in order to participate. ♦ <u>Kye Kye Kule</u> Teachers use this West African call-and-response song, adding actions and then a drum beat rhythm, to develop students' listening and aural skills. ♦ <u>Learn an African song in the Teso language</u> A great call-and-response song that will teach students words from a foreign language as well as getting them thinking about music's role in society. ♦ <u>Ongoing skills - Listening and memory</u> This unit will help children to sing songs from memory with increased accuracy whilst listening carefully and with attention to detail, demonstrating growing aural memory and physical control.
<ul style="list-style-type: none"> use and understand staff and other musical notations 	<ul style="list-style-type: none"> ♦ <u>Music Posters – Notation, the stave, sharps and flats</u> Handy posters displaying some of the basic elements of music. ♦ <u>Musical notation games</u> These musical notation games are a fun and accessible way to introduce your students to notation and other elements of music. ♦ <u>Notation resources</u> A variety of tutorials and activities to introduce your students to elements of musical theory. ♦ <u>Graphic score PowerPoint presentation</u> Use this PowerPoint presentation to introduce graphic scoring as an alternative to traditional notation.
<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> ♦ <u>A guide to Holst and The Planets suite</u> An informative PowerPoint presentation about Gustav Holst and his most famous composition, including links to a BBC Proms broadcast. ♦ <u>Well-loved music – Rhapsody in Blue</u> Introduce students to one of the most iconic compositions of the 20th century. ♦ <u>Famous composers – Five lessons</u> A set of five lessons to introduce students to famous composers and their most memorable compositions, whilst also examining inter-related dimensions of music. ♦ <u>C. Saint-Saëns – The Carnival of the Animals</u> This PowerPoint presentation about <i>The Carnival of the Animals</i> will provide an effective and accessible way for young people to learn about different musical characteristics.

<ul style="list-style-type: none">• develop an understanding of the history of music.	<ul style="list-style-type: none">♦ <u>Baroque wordsearch</u> A wordsearch made up of key terms associated with music from the Baroque period.♦ <u>Classical music</u> A simple PowerPoint presentation to introduce the key characteristics of the Classical period of music.♦ <u>Music through time scheme of work</u> A variety of PowerPoint presentations to provide your students with a brief overview of music through time.♦ <u>The Tudors – Their music</u> Inspire students to learn about the music that was being composed during the time of the Tudors.
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The BBC website has some great cross-curricular music resources to link with history topics such as Vikings, Ancient Greeks and Romans, and English content such as fairy tales and Shakespeare.

<http://www.bbc.co.uk/learning/schoolradio/subjects/music/vikings>

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Date:

Signed:

Review: