



C of E Primary School

Music Policy January 2011

Introduction

This document is a statement of the aims, principles and strategies for the teaching and appreciation of Music at Surrey Hills.

The policy reflects the requirements of the National Curriculum Statutory Orders; the Areas of Learning and Early Learning Goals within the Foundation Stage Curriculum and the Music Manifesto which highlights the importance of singing in schools and states that every primary school child should have opportunities for sustained and progressive instrumental tuition free of charge or at a reduced rate. It also recognises the cross-curricular nature of music.

Aims

In teaching music we aim to:

- encourage children to sing with enthusiasm from an early age, free from inhibition.
- cultivate listening skills
- offer pupils an opportunity to develop strengths in all appropriate areas of musical expertise
- encourage children to work individually and to co-operate with others
- foster a love and understanding of music through active involvement in listening, appraising, composing and performing
- develop pupil's confidence in all musical activity
- build all pupil's social, cultural and spiritual development through music

Principles of the Teaching and Learning of Music

'As well as being a worthwhile activity for its own sake - music is a powerful learning tool which can build children's confidence, team work and language skills'.

(Alan Johnson Education Secretary Jan 2007)

Music has an important contribution to make to the education of every child in developing creative, expressive skills and aesthetic awareness. Through the teaching of music, children can be provided with the stimulus for a lifetime's pleasure and participation as performers and listeners. The fundamental skills, knowledge and concepts of music are acquired through the activities of:

- performing
- composing
- listening
- appraising

Children need to be able to recognise:

- pitch
- duration
- dynamics
- tempo
- timbre
- texture
- structure

We aim to teach the above musical concepts following the Kodaly Approach which uses singing as the basic means of working with the children. We will be following the course book 'Growing with Music' by Michael Stocks.

Helping the child to find his/her singing voice is the basis to good music education. It is the means by which the child acquires a wide repertoire, develops musical memory and learns to make music responses in class. Voice is the most important performing media because the child him/herself makes the sound; with instruments the child makes no sound but, instead, is concerned with manipulating the instrument to make musical sound. Within the context of music education, these are two very different media. Both are essential, but educational progress and musical understanding will be limited unless voice is seen as prime. (ref. Michael Stocks, Adviser for Music Somerset Education Department)

Other music skills to be developed include:

- developing and shaping of musical ideas
- controlling instruments
- reading simple signs and symbols and performing from them
- controlling the sounds of a range of tuned and untuned instruments
- exploring and using a range of sound sources including voices, bodies and sounds from the environment
- sharing music-making, either live or recorded
- performing to different audiences for a variety of purposes

Strategies for Teaching Music

The predominant mode of working is as a whole class, although opportunities will be available for input to small groups and individuals.

There will be direct teaching and also opportunities to explore and experiment with sounds and instruments. The music teacher will also offer guidance and support

whilst encouraging creativity. Recorder, violin and ukulele classes are given in Year groups. Seasonal productions may involve the whole school.

Opportunities are provided to enable the children to:

- develop their skill in singing and instrumental accompaniment from simple nursery rhymes through to complex rhythmic, melodic and part songs
- explore different aspects of composing and to adapt and refine their work before recording and performing it
- listen to a wide range of music, learning to recognise and discuss musical elements, structures and differences and similarities in style
- use dance, movement, poetry/writing and art to respond to the character and mood or as a stimuli for their own compositions
- develop a sense of history through their learning activities by giving the children some knowledge of the music of different times, countries and culture
- demonstrate and perform the excellence in music achieved through practice

Role of the Music Co-ordinator

- responsible for the day to day operation of the Music Policy
- teaching timetabled sessions each week.
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- planning a scheme of work for all ages
- liaising between the two sites
- auditing and resourcing the school's music equipment, as well as maintaining and organising its storage and use
- leading and liaising the whole school singing practices
- ensuring every primary school child should have opportunities for sustained and progressive instrumental tuition free of charge or at a reduced rate in line with the Music Manifesto 2007
- planning recitals and booking visiting musicians
- liaising with the Surrey Arts

The music co-ordinator will also:

- seek to enthuse the staff and children and promote high achievements
- monitor, evaluate and advise on the teaching of music in the Early Years

Extra curricula activities

Surrey Arts provide specialist music teachers to give instrumental lessons during school time individually and in small groups. These lessons can be booked through Surrey Arts and are paid for by the parents. The music co-ordinator will inform the parents of this opportunity at the end of the summer term.

Choir Club

All children in Years 2,3 and 4 are welcome to attend the choir club after school. They have the opportunity to perform at the Leith Hill Festival, school festivals and at community events.

Annual Events Supporting the Teaching of Music

- Arts Week - music performers are invited into school to play to the children (this could include parents, groups from the 'Surrey Music and Performing Arts' organisation, etc)
- Harvest Festival, Christmas Play, Easter Service, Maypole Dancing and the Leavers' Play
- Leith Hill Music Festival

Equal Opportunities and Special Educational Needs

The ethos of the school promotes a commitment to a broad and balanced curriculum for all. Teachers are aware of their responsibilities for SEN children and plan the curriculum with differentiated activities to allow each pupil access to the music curriculum in various ways:

- modifying instrumental parts
- adapting musical responses
- adapting instruments

Assessment, Recording and Reporting

Informal, continuous assessment of the progression in music will be part of the normal teaching process to ensure continuity and progression. Formative assessments will be made during the lessons and reported to the parents through the written Annual Report in the Summer Term. The music teacher will plan and evaluate the children's progress on the attached Assessment Sheet. Class teachers can also comment on class based activities.

Talented children should be guided towards opportunities provided by the 'Surrey Music and Performing Arts' organisation. In the case of a truly musically gifted child, advice about available specialist musical education will be offered to the parents.

Resources

Musical equipment is stored in the Hall (Abinger site) and in the music room (Westcott site)

Resources include:

- a selection of percussion instruments (tuned and untuned)
- portable CD/tape player
- Coomber CD – CD deck
- electronic keyboards
- a selection of tapes, CDs reflecting both Classical and Contemporary music
- ukuleles, recorder, violins, steel drums
- piano
- listening stations in each class
- I-Pod docking station and amplifier
- Growing with music pupil books 1 and 2
- Growing with music resources

Community Links

We encourage and warmly welcome visits by music specialists within the local community.

We invite the community to join us for our services and plays. The older children perform Maypole Dancing at the Abinger Fair and at the Tea Party for older friends. The Choir and Year 4 children also sing at local community events.

Staff Development

The music co-ordinator attends courses in order to report back relevant information and initiatives to the other teachers and Governors via Staff Meetings. Voices Foundation Workshops are organized for all staff to familiarise themselves with the Kodaly Philosophy.

Monitoring and Review

This Music Policy will be monitored and reviewed as outlined in the School Development Plan, unless County or DFE initiatives necessitate it to be done earlier.

Governors will work alongside the Co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.