

Nazareth House Primary School

Music policy

Music Policy Statement

Nazareth House Primary School aims to develop the musical potential of all pupils through giving them the opportunity to engage in musical activities by making and responding to a wide variety of music.

Aims

Music will be used to

- Provide stimulation and enjoyment.
- Develop pupil's communication and social skills.
- Develop children's ability to co-operate in group activities.
- Enhance their self-esteem through peer group, whole school and public performances.
- Provide opportunities to make pupil's own music.
- Develop an awareness of cultural and religious traditions through music.
- Provide pupils with an appreciation of music that they can develop into adulthood.

Learning Objectives (Key Stage 1)

- Play musical games
Imitate and answer musical patterns
- Sing a wide range of simple songs
Nursery songs / Occasional songs – Autumn, Hallowe'en Christmas etc
- Accompany songs using simple classroom instruments - Tuned and untuned
- Explore and investigate the range of sounds within and beyond the classroom.
- Listen and respond to live and recorded pieces of music
- To recognise the following musical concepts and contrasts
Dynamics – loud and soft
Tempo – fast and slow
Duration – long and short
Pitch – high and low
- To understand and have an awareness of
Timbre – the characteristics of the sounds they hear
Texture – the product of different sound combinations
- To develop an awareness of
Pulse, rhythm and repeated patterns in music.
- Pupils should have the opportunity to perform their music to others.

Learning Outcomes for Key Stage 1

By the end of Key Stage 1, pupils should understand:

- Sounds can be used to create an effect
- They have the ability to create different effects by playing/singing
loud/quiet, fast/slow, long/short, high/low.
- Feelings can be expressed through musical sounds
- They should convey the feeling of the music e.g. when singing sad/happy songs.
- Sounds can be made by singing and striking objects including classroom instruments.
- The importance of singing or playing as part of a group.
- The need to listen carefully
- That there are different kinds of music for different occasions and festivals.

Learning Objectives for Key Stage 2

- Learn a wide range of songs relating to occasions, religious festivals, cultural history and local interest.
- Sing songs in unison and in parts.
- Play accompaniments to different types of songs
- Develop skills in playing a range of tuned and untuned instruments.
- Listen to both live and recorded music.
- To make comment upon music they hear regarding mood, expression and characteristics. To become aware of how composers use different sounds to create different moods and effects.
- To recognise and understand the following musical concepts:
 - Dynamics - variations in volume, including increasing and decreasing levels of sound, and silence.
 - Tempo - Variations in speed, including getting faster and slower.
 - Duration - patterns of longer/shorter sounds
 - Pitch - patterns of higher/lower sounds including melodic shape
 - Timbre - Characteristics of the sounds they make and hear
 - Texture - Combinations of sound
 - Musical Structure - Repetition and contrast
- To experience staff and graphic notation.
- To distinguish between different instruments and instrumental families.
- Pupils should have the opportunity to perform their music to others.

Learning outcomes for Key Stage 2

By the end of Key Stage 2, most pupils should understand:

- That a musical 'story' should have a beginning, a middle and an end.
- The effects created by getting louder/quieter, faster/slower, longer/shorter, higher/lower
- That rhythm consists of longer and shorter sounds built around a regular pulse.
- That melody consists of higher and lower sounds attached to a rhythm.
- The need for balance between musical sentences (phrases)
- The effects created by repetition, contrast and surprise.

- That choices of instruments is an important aspect of creating effects and atmosphere.
- That performing is about ‘telling a story’ through music.
- Regular pulse/beat and the need for accuracy in performing what the composer/director intended.
- The importance of phrasing when singing/playing instruments and the need for balance between melody and accompaniment.
- Ways of making a performance more expressive e.g. through the use of dynamics (volume), style of performing, phrasing and facial expression.
- Melody and accompaniment and the idea of different performers doing different things at the same time e.g. singing a round.
- That many people learn to perform music by listening rather than by reading and that this is called ‘playing by ear’.
- That there are different kinds of notation for different purposes e.g. staff notation which signifies sounds which require very precise pitch and length, and graphic notation which gives a general indication of what is required.
- That they can imagine their own stories when listening to music.
- That different kinds of music affect the listener in different ways
- Melody and accompaniment in the music they hear.
- That composers use the same methods of creating effects as they do i.e use of repetition, contrast and surprise.
- That a number of variables affect the sound of an instrument e.g. size, method of playing, material it is made of etc.
- That composers choose instruments carefully when creating effects and atmosphere. (instrumental timbre and texture)
- How sound is produced on common instruments e.g. violin, trumpet, guitar, tin whistle and piano

Music across the curriculum

Music will have links with most of the core subject areas across the curriculum, and with the cross curricular themes.

Literacy

Pupils will develop their listening skills through practical music-making activities, composing and listening/appreciation of music. They will have opportunities to

discuss and evaluate their response to tasks, and to refine and improve their performance/composition. In the senior classes, sounds may be linked to colour and mood. The use of stories, both read and recorded create opportunity for sounds and music. Creative writing may be developed through music, and creative writing may also be the springboard for music-making and composition.

Numeracy

There is a link between the grouping of sounds in 'musical bars' and grouping of numbers, including derivation of multiplication tables; e.g 4 bars of music with 4 beats in each bar = 16 beats altogether. Graphs and diagrams may be used to record pitch in musical notation. Sets can be used to group similar sounds.

Science

The investigation of the properties of sound in the environment, and sounds made by instruments/body sounds is closely linked with the Science Programme . Pupils will have opportunity to select materials for making their own musical instruments, and to investigate the different sound textures and timbre of different materials through testing their instruments.

Geography

Music will afford the opportunity to listen to and appreciate music from different cultures/ countries. The investigation of sounds may link with some geographical topics; e.g Weather

History

Historical song themes will enhance the study of history; e.g emigration songs. Composition can be used to reinforce the concept of the progression of time; e.g a 'sound picture of the activities in a day in a viking village or neolithic settlement Investigation of the development of popular music will link with the 'Life in the recent past' topic.

Art and Design

The investigation,design-making and evaluation of a range of musical instruments may be explored, as will the relationship between tone, colour and texture in the creation of 'sound pictures'.

Drama

The strong links between music and drama are a ready source of inspiration. The use of the body as a musical instrument and the interpretation of mood and movement are strongly linked. The choice of appropriate pieces of music to accompany drama may be explored.

Physical Education

The inclusion of 'Dance' in the PE Programme will be strongly linked with choosing appropriate music to accompany the dance movement. Key Stage 1 pupils will use a variety of music within PE.

Cultural Heritage

Songs and instrumental music will be used to reflect the richness and diversity of our culture.

E.M.U.

Our E.M.U Policy is bible based and will develop the idea of music as praise to God. Pupils will have opportunity to be exposed to music from diverse cultures and traditions, and will be aware of the ability of music to transcend cultural barriers. Our pupils will have numerous opportunities to meet pupils from other schools at public music events such as festivals etc.

Pastoral Care/Child Protection

Pupils will be encouraged to co-operate and develop mutual respect for each other's ideas when engaged on group tasks. Music classes will seek to create and maintain a safe, non-threatening environment where the happiness and well being of the child is of paramount importance.

Information Technology

A range of Information Technology, including audio recording, video recording, and music software will be used to research, record, edit and present music.

Health and Social Education

The sounds of nature that reflect danger and safety in our environment will be discussed.

The importance of cleanliness and hygiene will be emphasised in making sure that wind instruments such as recorders and tin whistles are properly cleaned after use.

Progression and Assessment

We will provide activities which will continually develop the pupil's musical skills and understanding, building upon concepts that have been learned previously, as an ongoing progression throughout the School.

Assessment of pupil's learning will take the form of:

Informal assessment Observing and listening to the pupils as they are engaged in musical tasks and activities, questioning them about their activities.

Formal assessment End of year school reports, 'tick' sheets for each pupil

Homework

On some occasions, pupils may be required to practice a musical instrument at home, for example, when learning a new concept which requires extra practice to master, or prior to important public performances. Some home preparation may be required from vocalists in memorising song words prior to performance.

Time Allocation

All pupils will experience music in school for an average of 1 hour per week, which is the statutory requirements outlined in the N.I. Curriculum. This will mostly take place as part of structured classroom time, and sometimes as part of morning assemblies and extra rehearsal time for public performances as required. It is suggested that for younger children in Key Stage 1, that the allocated time may be split over several shorter sessions during the course of the week.

Performances

The school will put on an annual performance at Christmas, and other performances as appropriate. These may include local festival performances.

Provision for Special Educational Needs

Special Educational Needs provision in Music will be consistent with the School's Special Needs Policy. Teachers are aware that some children may need constant positive reinforcement, simplified task breakdowns, adapted resource materials simplified communications and consideration for their individual attention span. Children with particular sensory impairment will be given appropriate resources and individual attention. Musically gifted children will be encouraged to extend their abilities and will be given opportunities to lead group activities and to perform individually where appropriate.

Equal Opportunities

Teachers will make every effort to ensure that equality of opportunity is provided for both girls and boys in composing, performing and listening activities, and that non-discriminatory practice is applied at all times.

Mrs Higgins June 2010

