

# 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.

In accordance with the Northern Ireland Curriculum 2007 the aim of music in the school is:

- To know and understand how sounds are made.
- To know sounds are organised into musical structures.
- To know how music is made through a variety of instruments.
- To know how music is composed and written down.
- To know how music is influenced by time, place and purpose for which it was written.
- To develop the interrelated skills of performing, composing and appreciating music.

### **Learning Objectives (Foundation and 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 Foundation Stage and 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 a composer uses 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, 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 choice 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 a composer will 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

## **Cross-Curricular links with Music:**

### **Literacy**

Music contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

### **Mathematics**

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

### **Information and Communication Technology (ICT)**

ICT is used in music where appropriate. Children will use computer programmes such as iPad *Garageband* and *Young Composer* to compose music. They also use ICT in music to enhance their research skills through the Internet and CD ROMs. They listen to music on the Internet and can include sound in their work. Children improve the presentation of their work through the use of ICT.

### **Other Curricular areas**

Music also contributes to World Aound Us, PE, Art, Drama, PDMU and Religion. Thinking Skills and personal capabilities are an inherent part of composing, responding to and performing music in terms of how children manage information, self-manage and work with others.

### **Teaching music to children with special needs**

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. 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

### **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 and observation of the pupils as they are engaged in musical tasks and activities.

### **Time Allocation**

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

### **Resources**

Singing lies at the heart of our entire music making in Nazareth House Primary School. Our teaching focuses on developing the children's ability to sing in tune and with other people.

Musical instruments (a selection of tuned and untuned percussion) will be kept in trolleys on each floor for shared use. P1 and P2 teachers use MPL lesson resource file and CD. P3 have access to Composer World Junior 2 as well as a range of tuned and untuned percussion instruments. P4 focus on preparing all the music for their sacraments and meet with the Music Coordinator on a weekly basis to learn their songs. P5-P7 will use *Music Express* scheme of work with P7 using iPad *Garageband* for composition.

### **Additional Music Teaching**

Our school currently receives musical tuition from WELB peripatetic teachers in violin, cello and woodwind (clarinet or flute). The children are tested by the tutors in P4 and they are picked for an instrument by the results of these tests. They are withdrawn once a week during normal class time for their lesson.

### **Extra-Curricular Music and Musical Events**

Currently our school has a choir comprising of P5-P7 pupils who have auditioned and have been successful. They practise once a week and are given opportunities to perform at school Masses/concerts and competitions throughout the year. The choir also sings at events in the local community. At the end of the school year the children who receive instrumental tuition have the opportunity to perform. External musicians are regularly invited into school to perform for the children including Tom Sweeney, Walled City Music Festival musicians.

### **The Role of the Music Co-Ordinator**

The music co-ordinator is responsible for the co-ordination and planning of music in the school. She will meet regularly with staff to ensure that there is progression in music throughout the school and that each year group has the appropriate resources for the teaching of music. She will liaise with other agencies and schools to arrange performances and attendance at musical events throughout the school year. She will be in charge of the school choirs and arranging any services or concerts that they perform at.

### **The Role of the Class Teacher**

The class teacher will be responsible for the weekly and termly planning and delivery of music in their classroom. They will request any resources needed and regularly liaise with the music co-ordinator where necessary.

Mrs Higgins September 2017