

BYRON COURT PRIMARY SCHOOL MUSIC POLICY

1.0 INTRODUCTION

- 1.1 Music is a foundation subject. Whilst being a practical subject in the main, knowledge of music theory and exposure to music repertoire are equally significant components relating to the musical development of the pupils.
- 1.2 Music is a powerful and unique form of communication by which pupils can express feelings and emotions. It plays an important part in the lives of people of all the different cultures throughout the world.
- 1.3 The teaching of music develops the pupils' ability to appreciate and listen to a wide variety of music. It enables and encourages pupils to express informed opinions about the pieces to which they are listening.
- 1.4 The teaching of musical notation enables pupils to learn a whole new language and facilitates performance of particularly long pieces of music that they would be unable to memorise or play by ear.
- 1.5 The study of music improves self-confidence, co-ordination, self-discipline, creativity, aesthetic sensitivity and fulfillment. It is a form of relaxation and thus promotes feelings of well-being.
- 1.6 The study of music has been found to raise standards in other curriculum areas – particularly literacy.
- 1.7 Active involvement in any music-making fosters feelings of self-worth, teamwork, group identity and togetherness.

2.0 AIMS

Through teaching music, and engaging pupils in music-making, the faculty aims to:

- 2.1 Introduce pupils to a wide range of musical styles from different cultures and a wide range of time periods in history.
- 2.2 Encourage pupils to listen discerningly to a wide range of music and develop an appreciation of different musical styles.
- 2.3 Provide pupils with a musical vocabulary, which enables them to identify musical elements and features in the works they are studying.
- 2.4 Introduce pupils to formal and graphic notation.
- 2.5 Develop instrumental skills in lessons with peripatetic staff as well as in class where pupils perform on tuned and untuned percussion instruments.
- 2.6 Introduce pupils to the links between music and other curriculum areas such as history, geography, R.E., art, literacy, languages and the sciences.

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3.0 IMPLEMENTATION

- 3.1 A high proportion of Key Stage 2 pupils receive instrumental lessons in either recorder (descant, treble and tenor), flute, violin, cello, trumpet, baritone, tabla, harmonium or dhol. However, **all** pupils throughout the primary school attend a weekly music lesson with the music specialist.
- 3.2 **Foundation Stage:**
- 3.2.1 Pupils are taught rhymes, action songs and a wide variety of songs from memory thereby developing confidence, fluency and accuracy.
- 3.2.2 They learn how sounds can be produced in different ways – use of the voice, clapping and other body percussion.
- 3.2.3 They are encouraged to pay attention to tempo and dynamics as well as to learn the difference between rhythm and pulse.
- 3.2.4 They use untuned percussion instruments to accompany their songs.
- 3.2.5 Above all, pupils should gain confidence in using their voices on their own as well as in groups and they should enjoy making music with each other in class.
- 3.3 **Key Stage 1**
- 3.3.1 Pupils in Year 1 follow the same programme of work as those in the Foundation Stage with the addition of the introduction of simple rhythmic notation.
- 3.3.2 By Year 2, pupils extend their vocal repertoire and are introduced to musical appreciation by listening to, and appraising, a wide range of music.
- 3.3.3 They also begin instrumental work on a range of tuned and untuned percussion instruments.
- 3.4 **Key Stage 2**
- 3.4.1 **PERFORMING AND COMPOSING**
- 3.4.1.1 Pupils in Key Stage 2 develop high standards of performance through improvisation, playing by ear and through reading conventional notation.
- 3.4.1.2 They learn to maintain and follow their own individual parts in both vocal and instrumental works and they are also exposed to different parts fitting together to achieve an overall effect.
- 3.4.1.3 Pupils are also encouraged to create and produce their own compositions in response to a wide range of stimuli.
- 3.4.1.4 They are also encouraged, through class discussion, to refine their compositions.

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3.4.1.5 Fellow pupils are always expected to make constructive comments and suggestions to improve the quality of the compositions they hear in class, whilst the teacher offers advice and ensures that the ideal objective is eventually achieved.

3.4.1.6 Key Stage 2 pupils are encouraged to share their music-making with their peers throughout both the Key Stages and the majority of pupils perform in assemblies, concerts and musical productions.

3.4.1.7 All pupils learning instruments, both in and outside school, always have the opportunity to play solos to their peers in class music lessons.

3.4.1.8 All instrumentalists are also encouraged to play in various ensembles including the school orchestra, which performs well-known works by the famous composers.

3.4.2 LISTENING AND APPRAISING

3.4.2.1 Pupils in Key Stage 2 develop a very good musical vocabulary, which enables them to appraise a wide range of music from different time periods and cultures. Their musical knowledge is gradually built up during Years 2 – 6.

3.4.2.2 From time to time, professional musicians are invited to come in to school and perform to both Key Stage groups, whilst Year 6 pupils are often given the opportunity of attending a live orchestral concert at one of London's leading concert halls.

4.0 RESOURCES

4.1 The music department is well resourced and all pupils, receiving instrumental tuition in school, play on instruments owned by the school.

4.2 The music department has a well stocked CD library as well as a range of tuned and untuned percussion instruments for use during class lessons.

5.0 MONITORING AND EVALUATION

5.1 To monitor implementation of the Arts and Design Action Plan, which forms the School Development Plan and to report progress to the Headteacher and the Governing Body.

5.2 The achievements made in class lessons are monitored by the specialist music teacher.

5.3 Records are kept relating to progress made and the musical capabilities of all the pupils.

5.4 The same are shared with class teachers and parents via the annual school reports.

5.5 The music department also ensures that all peripatetic staff provide annual detailed reports for all pupils receiving instrumental lessons.

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6.0 ASSESSMENT

- 6.1 Reception class teachers are provided with an annual chart detailing pupils' capabilities in music.
- 6.2 Class lessons, throughout the primary school, are regularly assessed by the music teacher.
- 6.3 Evidence of pupil progress in instrumental lessons is provided by ABRSM practical examination results and the annual music concert.

7.0 THE ROLE OF THE HEADTEACHER

- 7.1 To oversee the implementation of the above music curriculum by the Music Co-ordinator and the peripatetic music staff.
- 7.2 To liaise with the Music Co-ordinator, who will identify all resources needed as well as recommend additional investment where necessary, in order to set an adequate budget for the Arts and Design Faculty.
- 7.3 To ensure that adequate teaching space is provided to enable the Music Co-ordinator and all peripatetic music staff to implement the music curriculum successfully.

8.0 THE ROLE OF THE MUSIC CO-ORDINATOR

- 8.1 To teach classroom music throughout the school.
- 8.2 To co-ordinate and maintain the diverse range of music provision throughout the school.
- 8.3 To ensure that the teaching of music within the school is structured and taught via specific schemes of work that are in place and complement the creative curriculum.
- 8.4 To monitor pupils' progress during class music lessons via detailed records and supply feedback to parents via the annual school reports.
- 8.5 To ensure that a Music Policy is in place for the school.
- 8.6 To liaise with outside agencies regarding the provision of peripatetic instrumental tutors in school.
- 8.7 To monitor progress of pupils having instrumental lessons from peripatetic tutors.
- 8.8 To liaise with the peripatetic instrumental staff regarding opportunities for their pupils to perform in assemblies and concerts.
- 8.9 To ensure that all peripatetic instrumental tutors provide annual reports on the progress of all their pupils.

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- 8.10 To provide opportunities for pupils to perform in assemblies and concerts.
- 8.11 To liaise with members of the Arts and Design Faculty and the Literacy and Languages Faculty regarding music productions.
- 8.12 To liaise with the Headteacher and the Arts and Design Faculty regarding the music budget for maintaining and developing resources for the department.
- 8.13 To organise the storage and distribution of resources within the music department.

9.0 THE ROLE OF THE OFFICE STAFF

- 9.1 To order and ensure payment for resources purchased on behalf of the music department.
- 9.2 To be responsible for the printing of letters regarding music auditions, peripatetic instrumental lessons, music trips, concert programmes and any other relevant information regarding the department.
- 9.3 To ensure that fees for peripatetic instrumental lessons are paid in full.

10.0 REVIEW

- 10.1 Date of policy: June 2011
- 10.2 Revised: Spring 2015