

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

MUSIC POLICY

Rationale

Music is a powerful and unique form of communication that can change the way pupils feel, think and act. It brings together feeling and intellect, enabling personal expression, reflection and emotional development. Music is an integral part of culture, past and present, and helps pupils understand the importance of the development of musical styles throughout history.

Aims

We will ensure that all children:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key Stage 1

Children will 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.

Key Stage 2

Children should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Children 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.

Music and Inclusion

Music is taught to all children, whatever their ability and individual needs, as part of a broad and balanced education. We strive hard to meet the pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs and disability, as well as different social, cultural and ethnic backgrounds.

Role of the Coordinator

- To demonstrate good practice in the teaching of music.
- To support colleagues.
- To monitor the teaching of music in the school by:
 - ✓ lesson observations,
 - ✓ annual work scrutiny
 - ✓ talking with children and staff,
 - ✓ gathering annotated samples of children's work
- To hold staff meetings to discuss relevant matters.
- To refine/re-develop the SOW as necessary.
- To share information and audit training needs of staff.
- To make a yearly Action Plan to focus on specific and identified areas needing development.

- To ensure that resources and equipment are readily available and centrally stored.

Monitoring and Review

The governing body will monitor the implementation of this policy and review the policy every two years.

G Griffith

September 2018

Review Date: September 2020