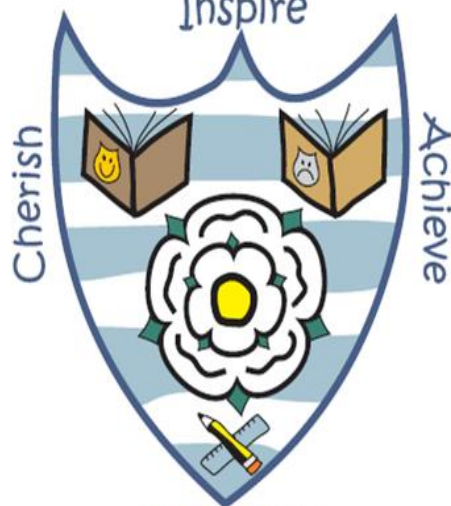


Birkwood Primary

Inspire



Together

School

MUSIC POLICY

UPDATED NOVEMBER 2010

1. Introduction

Music contributes in many ways to the creative curriculum. It can help to develop:

- Listening skills
- Physical skills
- Social skills
- Creativity and self-expression
- Communication skills (verbal and non-verbal)

The National Curriculum states that children should be given the opportunity to listen, to, appraise, compose and perform music. The teaching of music at Birkwood fulfils these requirements.

2. Inclusion

Pupils with Special Educational Needs should be encouraged to participate at whatever level they are able. Examples of how this can be achieved include:

- Children with speech difficulties could hum instead of singing words.
- Children with sight problems could cope if words were enlarged.
- Musical instruments could be adapted to enable children with physical difficulties to perform e.g. Special grips on beaters for children who find it difficult to grasp.

3. Aims

- To give all pupils equal access to a Music curriculum.
- To develop a sensitive response to sound and to those sounds called music, expressing their musical thoughts, feelings and ideas.
- To enable pupils to perform and compose music with understanding.
- To develop the ability to listen to and appreciate music, including knowledge of musical history, our diverse musical heritage and a wide variety of other musical traditions.
- To develop social skills through making music together.
- To involve children in purposeful music making with numerous practical experiences.
- To promote investigation and exploration within music making.
- To promote cross curricular links with other subjects eg. art, literacy, history.

4. Requirements/progression/expectations

4.1 Foundation Stage

Children in the Foundation Stage should be given the opportunity to participate in songs, games and rhymes. They should be introduced to the ideas of pulse and rhythm and become familiar with basic musical vocabulary such as faster, slower, louder, and quieter. Activities which allow the exploration of sound should be provided through continuous provision both indoors and outdoors. They should become familiar with a variety of percussion instruments.

4.2 Key Stage 1

By the end of Key Stage 1 children should have had musical experiences which will enable them, with varying degrees of skill and understanding, to:

- Demonstrate a general awareness of sound and a familiarity with everyday sounds in the environment. Show readiness to experiment with sound and to select and describe the sounds made by a variety of sound sources.
- Be able to recognise some of the main characteristics of music - such as pitch, dynamics, timbre and duration.
- Know from memory and be able to join in with a wide-ranging repertory of songs from as many as possible of the following categories:
 - alphabetical, counting, sorting songs
 - nursery and folk songs
 - singing games
 - religious songs
 - modern, fun songs
- Imitate and recall simple rhythmic patterns by clapping or by playing on untuned instruments.
- Combine an arrangement of rhythmic and melodic patterns to provide a simple accompaniment to a song or poem.
- Take part as a member of a group involved in making music.
- Play by ear on percussion instruments and/or recorders.
- Invent a melody or short composition in response to a musical stimulus.
- Associate sounds with symbols, be they pictorial or conventional.
- Listen with increased concentration to pieces of music and be able to begin to discuss these pieces using simple language such as fast, lively, slow, happy etc.

4.3 Key Stage 2

By the end of Key Stage 2 children should have had the musical experience which will enable them to, with varying degrees of skill and understanding:

- Demonstrate an awareness of sounds of every kind, including those produced electronically.
- Identify, collect and classify various sounds both from their environment and from pieces of music listened to.
- Be able to recognise various elements of music such as pitch, rhythm, dynamics, timbre, melody, solo, accompaniment, chord, etc. and be able to use some of this knowledge in their own compositions.
- Know from memory and be able to join in with songs from the following categories:
 - traditional folk songs
 - songs from other lands and cultures
 - songs from former times
 - modern songs, including some pop
 - songs for assemblies
 - rounds and canons
 - music in, and for, drama
- Accompany singing on tuned and untuned instruments by playing remembered rhythms and melodic phrases.
- Show an increased ability to compose simple pieces of music to accompany or compliment a picture, poem, mood, situation or drama piece and be able to make a permanent record of their work by means of a tape recorder and/or appropriate musical notation.

- Listen with attention and understanding to live and recorded music and be able to describe what has been heard in respect of mood, style, instrumentation etc.
- Recognise some of the evocative and expressive qualities of music.

Provision

In the Foundation stage music is developed through activities provided in continuous provision and the teaching of "Kodaly". Singing and listening also take place at "carpet time".

In Key Stage 1 and Key Stage 2 music is delivered mainly through "Music in Action". In addition, the children have opportunities to sing and listen to music during carpet and assembly times.

In Year 4 all children receive a weekly lesson of 1 hour singing; this is provided by a peripatetic teacher from the LA (Wider Opportunities).

At various points in the school year, the children have the opportunity to listen to live music from a variety of performers and cultures, for example other children and musicians. They also have the chance to participate in school concerts and productions. A choir takes place twice a week for children from Year 3 upwards.

Monitoring and Evaluation

This takes place through scrutiny of medium term and short term planning which is available to the Music Co-ordinator; also through collection of evidence e.g. recording of performances.

Summary

This policy should ensure that all pupils at Birkwood Primary school receive a full and balanced musical education. It is the responsibility of all staff to ensure it is implemented fully. This implementation will be monitored and the policy updated and revised every 2 years.

Signed _____ Dated _____
(Headteacher)

Signed: _____ Dated: _____
(Chair of Governors)