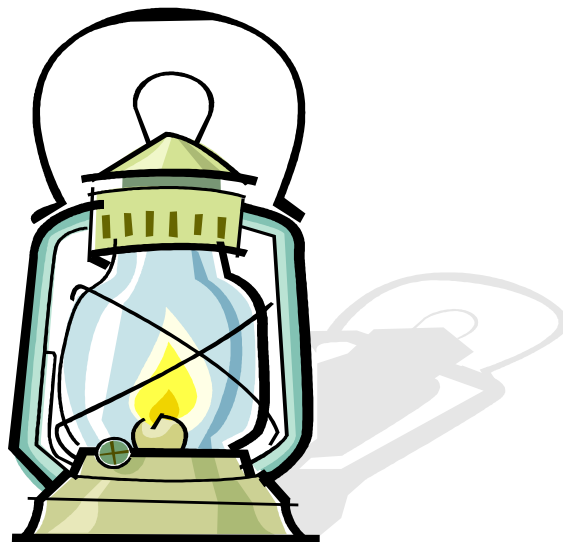




MUSIC POLICY



SPRING 2014



“Shine like a lantern in the presence of the Lord.”

CONTENTS

INTRODUCTION	3
AIMS.....	3
CONTENT AND ORGANISATION.....	3
FOUNDATION STAGE.....	4
NURSERY/RECEPTION	4
KEY STAGE 1	4
SKILLS	4
LISTENING AND UNDERSTANDING.....	4
KEY STAGE 2	4
SKILLS	4
WHOLE-CLASS INSTRUMENT TUITION.....	4
LISTENING AND UNDERSTANDING.....	4
RELIGIOUS MUSIC	5
PROGRESSION	5
DIFFERENTIATION.....	5
ASSESSMENT.....	5
ICT.....	6
SPECIAL NEEDS.....	6
HEALTH & SAFETY	6
INCLUSION.....	6
CHARGING POLICY	6

Introduction

Music has a power to touch feelings and inspire emotions which transcends age and cultural differences. It enables children to develop listening, visual and co-ordination skills. Children also have the opportunity to enhance their concentration skills, their self discipline and the skill of evaluating and appraising.

Many children come to school knowing songs and nursery rhymes and naturally express their own creativity. At school they will learn to develop this natural “musicality” by participating in a range of formal and informal music activities. They will also be able to use music as a foundation for many other learning skills. However, we need to recognize that for others, school is the first opportunity to experience music; they may need additional encouragement to participate in order to reap the benefits of using music as a tool for learning

At St Bedes, we believe that

- Music provides a means of communication for children of all abilities, and is accessible to all.
- Social growth can also be encouraged through music lessons, developing a child’s self-esteem, group co-operation and self-awareness.
- Through listening and experiencing the music of other cultures, a child will develop respect for other tastes and ways of life.

Aims

The aims of the music programme are related to the overall aims of the school. We aim to:

1. enable all children, regardless of gender, race or ability, to develop their full potential through a variety of musical activities
2. develop performing and composing skills
3. develop listening and appraising skills
4. promote the benefits, both educationally and socially, of participating in music in school and in the wider community
5. develop self-expression and explore the emotional potential of music
6. promote positive attitudes towards other cultures, and tastes from a variety of periods in time
7. offer a range of extra-curricular activities which further develop skills
8. help children appreciate the support for Christian worship and values that can be provided by sacred and secular music.

Content and Organisation

Music is a practical activity where children learn through first hand experience. Therefore, through music lessons, children should be active whether it be through performing, composing, listening or understanding.

The core music curriculum is delivered by the music teacher to all children whether in Foundation stage or Years 1-6. From Reception onwards, each class has music timetabled for one hour per week. In Reception and Year 1, this consists of two half-hour sessions; from Year 2 upwards, it is a single one-hour session. In addition, class teachers make use of music as a tool so support and inspire cross-curricular activities.

The music programme is been developed to take account of the National Curriculum 2014.

FOUNDATION STAGE

Nursery/Reception

St Bedes has adopted the “Experience The Music” scheme developed by EYFS music specialists from Redbridge Music Service. This uses music as a framework to support the development of social, language and other core skills.

Reception children perform a Christmas nativity and class assembly to families once a year. They also participate in hymns during the weekly whole-school assembly. Nursery children perform a Christmas Nativity to families.

KEY STAGE 1

Skills

Children perform from memory, being encouraged to use dynamics, rhythm, pitch and tempo whilst using tuned and untuned instruments. They sing in unison in classes and are given the opportunity to perform in the KS1 Christmas Nativity; each class also performs an assembly each year to their families and to other KS2 classes.

Children learn to improvise, explore and create sounds in simple structures in accordance with National Curriculum guidelines. This can be related to a current topic to provide cross-curricular opportunities or, indeed, for the sheer pleasure of creating sound. Children play tuned and untuned instruments and have opportunities to perform with others.

Listening and Understanding

Children listen to music from different times and places recognising changes in substance, mood and learning how sounds are made. Children develop their vocabulary in order to assess, in simple terms, the sounds they have heard. Children can interpret different sounds with given and 'invented' symbols. They are introduced to simple conventional musical notation.

KEY STAGE 2

Skills

Children perform accurately and confidently controlling diction and musical elements through instrumental and vocal means. The performances of rounds, two part singing and accompaniments are encouraged. Children perform musical patterns by ear and from notation. Children are given the opportunity to perform at assemblies, Masses and concerts:-

LKS2 Easter production

Year 6 Summer musical

Year 3 - 6 Class performances of own given arrangements and own compositions.

As in Key Stage 1, cross-curricular activity can take place e.g. rehearsing songs and accompaniment for an assembly on “Friendship”.

Whole-class Instrument Tuition

Children receive one whole-class instrument lesson a week for one term during Year 3. This is delivered by teachers from Redbridge Music Service; tuition and instrument hire are at no cost to the children. Following the initial term, children are able to further their studies by applying for available sessions with the school’s peripatetic instrument teachers, engaged via the Redbridge Music Service.

Listening and Understanding

Children respond to music, identify elements, mood and character. They begin to recognise the effect of time and culture on music and how it can be perceived.

Children also have the opportunity to perform at the following events:-

- Class assemblies and whole-school Masses.
- Concerts, given twice a year for Governors, teachers, pupils and parents.
- Carol Singing at community venues such as the local church and hospital.
- Brentwood/Redbridge events
- The Redbridge Music Service biennial Royal Albert Hall Festival alternating with Young Voices at the O2
- Holy Communion Services

The whole school is provided with opportunity to listen and appraise the performances of other pupils in assembly or Mass.

~~Redbridge Music Service provides visiting groups of performers e.g. string/woodwind/brass specialists. Not currently funded by St Bedes~~

When appropriate, classes may attend concerts at other major venues eg The Barbican, the Royal Festival Hall or musical stage performances, such as pantomimes or West End shows.

Religious Music

Music plays a major role in the ethos of a Catholic school as it plays a vital part in developing a child's relationship with God and the Church. All children attend weekly hymn practice and sing hymns at weekly assemblies.

Progression

End of year statements are applied to the areas of activity specified in the programmes of study for each Key Stage. Music involves the development of knowledge, self-expression, creativity, understanding, listening skills through an inter-related process covering:- planning, performing and evaluating. The progression of pupils' personal, emotional and social development can be assessed through interaction with others during activities. KS2 children should gain an increasing understanding of conventional musical notation.

Differentiation

Planning for differentiation should incorporate:-

1. child groupings e.g. ability or mixed ability groups, paired or individual activities;
2. resources e.g. a variety of equipment for different levels of ability;
3. child activity, e.g. different tasks, responsibilities and activity together with a variation of pace within the lesson to meet the children's potential;
4. extra-curricular activity to extend ability.

Assessment

The music programme will be monitored and reviewed when necessary by the Music Teacher in consultation with other staff.

Observation and recording are the most direct way of collecting "evidence" of progress. Other ways may include discussion, video recording, answering questions and self-assessment.

The criteria which can be used in assessing children's work in music include:-

- accuracy
- flexibility
- co-operation
- imagination
- responsibility
- self-expression

These criteria should be used in order to inform the children of the aims of their work.

End of Key Stage statements provide the basis of assessment.

ICT

As ICT is a part of the whole school programme, music also uses ICT in performing and composing. The main sources used are electronic keyboards; computer based programmes such as Audacity are also installed on children's minibooks.

Special Needs

Every child participates in music lessons and performances as far as possible according to his or her abilities.

Health & Safety

An annual safety inspection is carried out on all electrical equipment. If any damage occurs to equipment it must be reported to the Music Instructor immediately.

Inclusion

All children are given access to the Music Curriculum and extra-curricular activities regardless of gender, race or financial background.

During lesson time all children are taught within mixed groups and given access to all areas of the curriculum.

No child will be exempt for financial reasons.

Charging Policy

All activities offered are free of charge except individual lessons given by peripatetic staff. Parents may be invited to make a donation towards the costs of special activities (e.g. coach trips to a concert).