

**St James the Great RC (VA) Primary and Nursery School**



**Policy for Music**

Summer 2007

# POLICY FOR MUSIC

## RATIONALE

From St James the Great Mission Statement:

“...the school will provide a framework within which all pupils are enabled to develop the highest possible level of achievement, fulfilling their academic, moral, physical and spiritual potential.”

Music is a means of expression available to all children, which can remove barriers of language, culture, age or intellectual ability. It has the same power as paint, sculpture, and mime to encourage accuracy and depth in the imaginative expression of thoughts and feelings. It can give greater insight into the self and can reach a far wider audience than almost any other means of expression.

The Music Manifesto report states that ‘Music making can contribute to and provide wider creative skills, such as team work, creative development and risk taking, that our young people are going to need desperately as they navigate the realities of an unpredictable century’.

## GENERAL AIMS

At St James the Great School our aims are to:-

- Develop an increasing awareness of the place and value of music in the understanding of traditions, cultures and idioms, especially the Catholic Christian tradition.
- Fulfil the National Curriculum requirements for Performing and Composing, and Listening and Appraising by:
  - *Fostering children’s sensitivity to, and understanding and enjoyment of, music through active involvement in a planned and structured way;*
  - *Developing the disciplines of listening, performing and creating both as an individual and in a group activity;*
  - *Ensuring for each child the progressive development of musical skills and language to enable confident and competent participation;*
  - *Developing open-minded, sensitive and discriminating attitudes in evaluating their own and others’ work;*
  - *Developing transferable skills which contribute to the whole school curriculum.*
- Enable children to recognise, use and develop their musical skills to:-
  - *Develop aesthetic sensitivity.*

- *Use music as a means of self expression.*
  - *Understand the thoughts and feelings of others.*
  - *Enhance the achievement of others.*
- To develop a foundation for the enrichment of leisure in the future both as listeners and as music makers.
  - To promote musical activity as “fun” and, at a deeper level, to experience the satisfaction and delight that comes from hard-earned achievement.

## **OBJECTIVES**

All children will be given experience of practical music making in performing and composing, listening and appraising (AT 1&2).

Through each Key Stage all children will be given opportunities to experience a balanced programme of activities which build on previous work and experience and take account of previous achievement.

- Performing:** **To be able to sing** – by exploring and controlling the range of vocal sounds;  
by ear, from memory, in a variety of songs;  
**To play an instrument** – by exploring and controlling the sounds made by a range of instruments;  
to take part in these activities as individuals, in small groups, as a whole class;  
to practise, rehearse, share music making with different audiences, for a variety of purposes and in different places.
- Composing:** to create their own music by exploring, selecting and combining sounds for a variety of purposes and from a range of stimuli;  
to create music as a means of communicating their own thoughts and feelings;  
to invent forms of notation to preserve and communicate ideas;  
to learn something of traditional notation and have some idea of its precision;  
to make appropriate use of technology to create and record music;  
to enhance music already learnt by devising a vocal or instrumental accompaniment.
- Listening:** to be able to recognise and imitate sounds from a variety of sources;  
to listen with care and concentration to their own and others’ music.
- Appraising:** to listen to a variety of musical styles and be able to talk about what they have heard;

to listen to the character and mood of music and be able to respond in movement, dance, art, story;  
to learn a specific vocabulary to enable them to describe and discuss effectively music they have heard, created, performed.

Pupils' musical repertoire will be extended by listening to and performing music from other cultures, other times and the present day, in classical, folk and popular styles.

Pupils will listen to the work of both influential and lesser known composers, both Western and non-Western. From time to time all children will attend concerts and recitals given by professional musicians. These will take place both in and out of school, usually in school time.

Opportunities exist for the whole school to assemble regularly and frequently to share music together as listeners and performers. These include:-

- Listening to introductory and final music at assembly.
- Listening to music which forms part of an assembly presentation.
- Hymn practice.
- Impromptu get-togethers for music making.
- Being an audience for final dress rehearsals at Christmas, end of term, end of year concerts.

In addition Masses held in school and in church provide an opportunity for music to focus worship and meditation.

Pupils will be enabled to reach the highest standards that they can achieve. Children with particular talent will be extended in their classroom work and by musical activities co-ordinated by the music specialist. Provision will be made for children to develop their own interests and to form a skilled unit performing to the rest of the school and to a wider audience. These activities will, as far as possible, be timetabled within the school day and will include:-

- Peripatetic music tuition.
- A school choir.
- Instrumental ensemble work.
- Other musical tuition as available.

Provision will also be made for children with particular learning needs by arranging short courses in ensemble work. Children will be selected by the class teacher in consultation with the music specialist.

## **TEACHING AND LEARNING**

Music education will aim to implement attitudes, skills and knowledge as outlined in the school's Teaching and Learning Policy.

## **MUSIC TEACHING**

As in all other areas of the curriculum, the planning and delivering of music to the class rests firmly with the class teacher. It is important that music is experienced as a relevant part of other studies. Many skills addressed by the music curriculum relate closely to Literacy, Numeracy and Science. The links with history are particularly strong in the study of artistic and creative achievement of past and present civilisations where music is an important and vivid source of evidence about the past. Areas of learning in geography can be imaginatively supported by musical activities. The links between music and RE, art, drama, dance area clear, each significantly enhancing the understanding and enjoyment of the other.

The class teacher is in a unique position to recognise and adapt to the individual needs of their children, to recognise and build on children's musical strengths, be aware of and encourage those with difficulty, foster the valuing of individual differences and celebrate cultural traditions represented by the children in their class. It is important that teachers should recognise and acknowledge the validity of their own musical experience and its value as a basis for teaching the children in their own class.

## **PLANNING, RECORD KEEPING, ASSESSMENT**

Planning will follow the school format and will follow the Croydon Schools Music Associations Scheme of work. Units of study should ensure breadth of cover and an integrated approach to the teaching of the two Arts (Programmes of study should reflect the fact that ATs are weighted 2:1 in favour of the first i.e. Performing and Composing). Guidance and support for a structured approach in the selection of material and activities will be given by the music specialist.

Half-termly plans will be monitored by the Music Leader and music specialist as appropriate.

A record of children's NC assessment will be recorded at the end of each academic year, to be kept in the Green Folder, in line with the other foundation subjects. Informal end of topic assessments can be used by the class teacher to track each child's progress against separate learning intentions.

## **THE ROLE OF THE MUSIC LEADER**

- To aid with the planning of the curriculum, liaising with staff.
- To plan any necessary Inset for staff development.
- To keep abreast with any new musical developments in music education, disseminating any relevant information to colleagues.
- To attend termly Music Leaders twilights run by the Music Service.
- To be responsible for upkeep and purchase of resources required to implement the music curriculum.
- To adopt a consistent approach to record keeping and assessment.
- To be aware of any musical opportunities within the locality and further a field for children to experience a variety of music making events.

- To provide opportunities for pupils to join extra curricular music groups at lunchtime and out of school.
- To liaise with the peripatetic teachers who visit school.
- To liaise with staff concerning concerts, assemblies, rehearsals and special services where music is involved.

### **CONCLUSION**

Music demands good discipline – performance without it is impossible, encourages interaction – it can lead to a close involvement and rapport between teacher and pupil.

### **REVIEW**

This document will be reviewed in consultation with staff in the summer term of 2009.