



## Hartsbourne Primary School MUSIC POLICY

This policy to be read in conjunction with Assessment Policy, Display Policy, DT Policy, Equal Opportunities Policy, Teaching and Learning Policy, Racial Equality Policy, SEN Policy

### **Rationale**

In the words of Confucius:

"Music affords a kind of pleasure that human beings cannot do without."

At Hartsbourne School we aim to give pupils an opportunity to experience that pleasure. We believe that the enjoyment of music is something that all children will take with them into adulthood and that it plays an important part in personal development.

### **Aims and Objectives**

- To provide music education, which fulfils the requirements of the National Curriculum for all children in the school.
- To develop aesthetic sensitivity and to stimulate creative ability in all pupils through an active involvement in listening, appraising, composing and performing.
- To develop and foster a positive attitude to the importance and place of music within the curriculum amongst pupils, staff and parents.
- To enable children to gain a wide experience of music both in making music and in listening to it.
- To gain an understanding of music within our culture and that of other cultures and ethnic communities.
- To enable children to develop skills, concepts, knowledge and understanding in music.
- To develop a child's all-round ability in music and to aid their growth and development.
- To give enjoyment, satisfaction and confidence to pupils.

The National Curriculum divides music into four main areas of study which are:

#### **Performance, Composing, Listening and Appraising**

though at Hartsbourne we aim to bring together elements from all areas of study in learning activities whenever appropriate.

Our learning objectives are:

- To continue to build a repertoire of songs which have a vocal range and content relevant to the age group.
- To experience singing in a group including simple part songs and rounds and material from a wide variety of styles and cultures.
- To give children the opportunities and skills to become composers.
- To become aware of the elements of music; pitch, duration, dynamics, tempo, timbre, texture structure and silence.
- To record musical patterns using simple symbols and traditional notation where appropriate and to play them back.
- To listen to and recognise music from a variety of different styles and cultures.
- To be aware that music comes from a time and a place, and has a composer, and increasingly to use knowledge to identify these.
- To enjoy music for its own sake.

## **ORGANISATION OF MUSICAL ACTIVITIES IN SCHOOL**

### **a) Class music lessons**

At Hartsbourne School we deliver the National Curriculum using the QCA units of work as a basis for planning, in class music lessons.

In Foundation Stage and Key Stage 1, music should be a natural activity that could take place at any time in the classroom during the day, e.g. the singing of a rhyme. However, other activities which require the use of additional space, need to be timetabled. In all Key Stages music is often linked to other areas of the curriculum such as PE, Art, English, ICT and Science.

At present all teachers are responsible for teaching this subject within their own class groups, using the Music Schemes described under the Resources section.

### **b) Foundation Stage, Key Stage 1 and Key Stage 2 music sessions**

Lower and upper sections of the school meet every week to learn new songs and rehearse ones already learn and to develop ongoing skills. This provides a unique opportunity for children to take part in an activity together.

During these sessions the children are also given the opportunity to listen to and develop understanding of music from different times and places, and to appreciate different styles and themes.

### **c) Instrumental lessons**

Peripatetic teachers give pianowoodwind, djembe drums and guitar lessons and children are encouraged to perform for the school, both at assemblies and at a yearly soiree for interested parents and friends.

### **d) Visiting musicians**

When possible "live" musicians are invited to perform for the children, to widen their experiences and enjoyment.

## **ASSESSMENT**

Assessment is based on the Level Descriptions which describe the type and range of performance that pupils characteristically demonstrate.

See School's Assessment Policy

Date of Policy: October 2009  
Date of Review: October 2011

## **APPENDIX**

### **RESOURCES**

A selection of percussion instruments, tuned and untuned- kept in the Main Hall  
A number of electronic keyboards  
Tape-recorders, and C.D. players  
A selection of C.D.s and tapes of a range of music  
A range of software to link Music and ICT  
A range of printed material: song books, lesson ideas  
2 linked schemes of work, including teachers' books, and C.D.s :-  
LCP Music Resource Files- Key Stages 1 &2,  
Music Express , pub. A&C Black

### **Foundation Stage**

Music Express FS

### **Key Stage 1**

#### **Year 1**

QCA Units : 1 Ongoing Skills,  
2 Sounds interesting,  
3 The long and the short of it  
4 Feel the Pulse

#### **Year 2**

QCA Units : 1 Ongoing Skills,  
5 Taking off  
6 What's the score?  
7 Rain, rain, go away

### **Key Stage 2**

#### **Year 3**

QCA Units : 8 Ongoing Skills,  
9 Animal magic  
10 Play it again  
11 The class orchestra

#### **Year 4**

QCA Units : 8 Ongoing Skills,  
12 Dragon scales  
13 Painting with sound  
14 Salt, pepper, vinegar, mustard

#### **Year 5**

QCA Units : 15 Ongoing Skills,  
16 Cyclic patterns  
17 Roundabout  
18 Journey into space

#### **Year 6**

QCA Units : 15 Ongoing Skills,  
19 Songwriter  
20 Music hall  
21 Who knows?