



## **Music Policy**

**Leadgate Primary School**



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## Music Policy

**December 2023**

**Agreed by:**

HT: *Mr Watson*

Date:

Staff: \_\_\_\_\_ Date: \_\_\_\_\_

Governors: \_\_\_\_\_ Date: \_\_\_\_\_

Date for review:



## Music Policy

### Purpose

Music education enables pupils to develop their **knowledge and understanding of music**, and their **musical skills**, to enable them to create, play and perform music, and to listen to music constructively in order to appreciate it and make informed judgements about its quality.

Music is a unique and distinct subject, yet it can also bring meaning and enrichment to learning in **other curriculum areas**. It can motivate, encourage creativity, and improve critical thinking. It supports **mental health and well-being** by facilitating personal reflection and expression, connections with others and celebration. It can energise, provide a distraction from negativity, and improve mood.

Music is also a means of forging links between school and home, the local community and the wider world. It can provide a lifelong hobby and interest.

### Aims and Objectives

Music is an essential part of a broad and balanced curriculum. Music is physical, creative, and also highly academic. In our school, we aim to help pupils to gain a **greater depth as well as breadth** of knowledge in music by giving them a musical vocabulary to be able to discuss and explain music conceptually, confidence to apply their musical skills in different situations, and a level of **mastery** that may encourage them to continue to study music to a higher level and even pursue music as a career.

The National Curriculum aims to ensure that all pupils:

- **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

Our objectives are to deliver these aims by:

- Providing a variety of musical instruments
- Timetabling music
- Allowing children to produce sounds in different ways
- Giving children opportunities to sing and play together
- Enabling children to listen to a range of music and to each other
- Exploring how music is composed, notated, performed, and evaluated



## **Planning**

A school long term plan has been produced by the Music Coordinator using the objectives from 'Musical Development Matters in the Early Years' and the DfE 'Model Music Curriculum' to demonstrate progression. Medium term planning has also been created for each year group, including the suggested music and further ideas linked to our school topics where relevant.

## **Resources**

The Music Coordinator oversees all music resources.

- Instruments are organised in the Resource Area at Upper School and on a wheeled trolley at Lower School. Early Years classes may decide to have designated music areas.
- There is a piano on each site.
- Both sites have sound systems, laptops, iPads, CD players and digital microphones.
- Music teaching resources and song books are stored in a cupboard in the corridor at Lower School and in the Resource Area at Upper School.
- There are some library books about instruments and music in the past.
- The school subscribes to online music resources: '[Charanga](#)' and '[Sing Up](#)'. '[Purple Mash](#)' also has music activities.

## **Health and safety**

Musical instruments are checked before they are used to ensure that they are in good condition. Children learn how to handle instruments safely and to consider posture and hearing.

## **Teaching and Learning**

- Musical activities may be whole class, groups and individual as appropriate during lessons.
- Children sing together during school assemblies and celebrations.
- Instrumental tuition is provided by Durham Music Service in Key Stage 2.
- Expertise can be provided by the school's Music Coordinator, including recorder lessons.
- Music groups may be formed to meet school needs, such as a Christmas Church service.
- Music in the EYFS is part of the area of learning 'Expressive Arts and Design'. Children are given opportunities to explore sound makers and musical instruments during child-initiated learning and adult-directed activities. Singing is part of daily routines.
- Music may be incorporated into PE, MFL, and International activities to develop a broad view of different cultures.
- An enhancement to our music curriculum is to have visits from professional musicians, such as Durham Brass or African drummers.
- Adult modelling encourages pupil participation (whatever the level of expertise!)

## **Equal Opportunities**

Music is for all children, irrespective of their gender, ethnicity, culture, religion, background, experience or ability.



## **EAL**

Some pupils with English as an additional language may require attention to ensure understanding, but music is often an 'icebreaker', and vocabulary and syntax may be developed through song. It is beneficial for children to be able to hear rhymes or songs in their home language, and for teachers to introduce different musical traditions.

## **Special Educational Needs and Disabilities**

Music gives multi-sensory and kinaesthetic experiences to children with SEND. Teachers may:

- adapt activities to suit pupil needs
- provide additional adult support
- overcome potential barriers to learning by using assistive technology, larger print, colour codes, a greater emphasis on aural memory rather than written notations, adapted instruments to overcome physical difficulties such as with handles that are easier to grip, or providing ear defenders for pupils who may be more sensitive to sounds.

## **More Able and Talented**

Teachers may provide additional opportunities for pupils to think creatively or develop leadership skills, such as being the 'conductor'. Those children with a particular interest or aptitude in Music may be given further opportunities for performance.

The Music Coordinator liaises with the SENDCo (Special Educational Needs and Disabilities Coordinator) and More Able and Talented Coordinator to help all children have appropriate access to Music.

## **Assessment**

Pupils' written work, photographs and audio and video recordings may be used to demonstrate achievements and progress.

Feedback from adults and other children helps pupils to make progress.

## **Role of the Music Coordinator**

- To implement the school policy
- To model good practice, support staff and lead any meetings and training
- To attend courses then update staff with current developments and CPD opportunities
- To liaise with Durham Music Service
- To help organise educational visits and arrange visits from musicians
- To monitor and evaluate the effectiveness of school music provision
- To purchase resources
- To report to the Head Teacher and the Governing Body

## **Monitoring and Review**

The Music Coordinator is responsible for the monitoring and review of the Music Policy.



## Appendix 1: National Curriculum

### Key stage 1

Pupils should 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

Pupils 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 (reciting and discriminating sounds that children can hear).

Pupils 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

*National Curriculum in England - Music programmes of study: Key Stages 1 and 2, 2013*



## Appendix 2: Musical Terminology

Musical Elements	
<b>Tempo</b>	<p><b>Pulse</b> is a steady <b>beat</b> (like a ticking clock or a heartbeat)</p> <p><b>Tempo</b> is how fast or slow the music is</p> <p>The speed of music is usually measured in BPM (beats per minute)</p>
<b>Duration</b>	<p>The length of sounds (long, short)</p> <p><b>Rhythm</b> is the organisation of sounds (like syllables of words)</p> <p>Different styles of music and different dances have distinctive rhythms</p> <p><b>Metre</b> is the organisation of beats and rhythms into <b>bars</b></p>
<b>Dynamics</b>	<p>Levels of volume</p> <p><b>Forte</b> (loud) and <b>piano</b> (quiet)</p> <p><b>Crescendo</b> (gradually getting louder)</p> <p><b>Diminuendo</b> (Gradually getting quieter)</p>
<b>Pitch</b>	<p>How high or low sounds or notes are</p> <p>An <b>interval</b> is the difference in pitch between two notes (An <b>octave</b> is 8 notes)</p> <p>A <b>scale</b> is a series of notes progressing up or down in order</p> <p>A <b>pentatonic</b> scale is 5 notes (black keys of the piano)</p> <p>A <b>melody</b> is a sequence of notes</p>
<b>Timbre</b>	<p>The quality, sonority or character of a sound – compare sounds, e.g. a trumpet sounds different to a violin, a wooden xylophone sounds different to a metal glockenspiel, a soft beater makes a different sound to a hard beater</p>
<b>Texture</b>	<p>How sounds are put together or layered:</p> <p><b>Unison</b> (all voices or instruments doing the same thing)</p> <p><b>Chord</b> (a combination of notes made at the same time)</p> <p><b>Triad</b> (a chord of 3 notes, usually the first, third and fifth of a scale)</p> <p>In a <b>concord</b> all the notes 'agree' with each other so it feels complete</p> <p>In a <b>discord</b> some notes seem to 'disagree' or clash so it feels unsettled</p> <p><b>Harmony</b> (a progression of chords)</p>
<b>Structure</b>	<p>Sections of music that create a whole piece, e.g. repeated sections, <b>verse and chorus, solo and accompaniment</b></p> <p>A <b>canon</b> is the same melody at different times – a <b>round</b> can start at the beginning again</p> <p>A <b>drone</b> is an accompaniment where a note is continuously sounded</p> <p>An <b>ostinato</b> is a repeated rhythmic or melodic pattern</p>
<b>Notation</b>	<p>Different ways of writing down music</p> <p><b>Graphic notation</b> uses dots, symbols, shapes or pictures to represent sounds</p> <p>Conventional or standard <b>staff notation</b> uses 5 lines to indicate the different pitches of notes and the rhythm</p>