



Settle CE Primary School

Music Policy

'Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.'

- National Curriculum Music 2014

As a school we endeavour to provide a stimulating and enjoyable environment in which all children have the opportunity to participate in musical activities. Through classroom music, presentations, individual (peripatetic) lessons, extra-curricular activities and concerts, children will be able to develop their musical and presentational skills.

AIMS

- To enable the children to learn to sing and use their voices with increasing confidence.
- For the children to be able to explore, create, compose and perform music to the best of their abilities.
- To encourage the children to listen to different styles of music from a range of historical periods, genres, styles and traditions and talk about the music using a vocabulary they understand, including some relevant musical vocabulary.
- To enable the children to record their music in a simple form and to begin to understand and use staff notation.
- To provide opportunities for the children to perform to different audiences both within the school and community environments.

OBJECTIVES

Foundation Stage

- To find the voice, as part of a class/ smaller group/ as an individual.
- To feel/perform a steady pulse.
- To distinguish louder/quieter, faster/ slower, higher/ lower.
- To use the body as an instrument.
- To play simple percussion instruments, holding, playing and naming them correctly.

- To listen to short musical extracts and respond physically.

Key Stage 1

- To sing a variety of songs, chants and rhymes with increasing expression, confidence and awareness of others.
- To name and play tuned and untuned instruments musically.
- To play simple pieces and accompaniments with awareness of pulse.
- To develop an awareness of sounds exploring, selecting and ordering them to make compositions within a simple structure.
- To use some of the elements of music - louder, quieter, faster, slower, higher, lower, longer, shorter, smoother.
- To listen with concentration to a range of songs and instrumental pieces.
- To take part in musical performances to a variety of audiences.

Key Stage 2

- To develop their vocal skills so that they can sing songs and rounds with more than one part clearly with an awareness of diction, phrase, style and tuning.
- To develop individual vocal confidence by providing opportunities to sing or play solo or as part of a small ensemble.
- To be able to maintain independent instrumental parts and be aware of the other performers.
- To develop musical confidence and aural memory at their own level.
- To be able to use the interrelated elements of music to improvise, compose and perform.
- To respond to music by noticing changes in the character and mood of the piece and identify how musical elements and resources have been used to communicate ideas.
- To listen to music from different historical periods, genres, styles and traditions, including that of great composers and compare the music using a more complex vocabulary, beginning to develop an understanding of the history of music.
- To be able to understand and use staff and other forms of notation.

CONTENT

Lessons will include:

- a range of singing and musical games and activities;
- suitable songs including vocal warm-ups,
- a range of stimulus material eg stories, pictures, films, plays, poems.
- the introduction to and use of tuned/untuned percussion instruments.
- where appropriate, the use of the children's own instruments.
- discussion of short extracts of music, including their own compositions.
- exploring the different elements of music and organising sounds into patterns.
- the use of different forms of notation, where appropriate.

TEACHING AND LEARNING STYLES

Lessons will involve a variety of teaching styles including:

- whole class
- group work
- individual work
- differentiation

CROSS-CURRICULAR ELEMENTS

Music is taught as a subject but is, as much as is appropriate, linked to the class or another relevant topic.

COLLECTIVE WORSHIP

A range of music is played as the children enter and leave the hall for collective worship. The same genre of music is played throughout the week to ensure the children learn to appreciate different pieces of music within the genre.

RESOURCES

- The class teachers teach music to their classes. The subject leader carries out hymn practise every Thursday morning to the whole school and provides musical support to other staff members with lessons, plays and church services.
- Music lessons are taught in the classroom but may also take place in the hall when appropriate.
- Musical instruments are kept in a trolley, hard carry case and on shelves in the Hall and PE store.
- A wide selection of song books and CD's are available in a box in the PE store.
- CDs are kept under the laptop in the cupboard
- The coomber is kept next to the laptop in the hall. There is another one in class 6.
- All children, from Year 2 onwards have the opportunity to learn the descant recorder as an extra-curricular activity.
- All children, from Year 3 onwards have the opportunity to join karaoke club on a Thursday lunchtime.
- Year 5 and 6 children have the opportunity to join choir on a Friday lunchtime, this year they will prepare for Young Voices in March. Following the concert the choir will be open to all key stage two children.
- A wide variety of peripatetic music tuition is available for children who wish to learn to play an instrument.

ASSESSMENT AND RECORDING

The assessment and recording for music follow our whole school procedures.

EVALUATION

The teacher will evaluate their lessons considering:

- How successful was the lesson?
- What did the children achieve?
- What did the children learn?
- Does the lesson need any modifications?
- What are the further learning opportunities?

Jayne Drewery
(Music Coordinator)

Reviewed: September 2018

Next Review Date: September 2020

INSTRUMENT AUDIT

SETTLE PRIMARY SCHOOL

Classroom instruments in store (in computer corridor and in PE store cupboard in Hall)

1 New Era Alto Diatonic Xylophone – C to A2 (but top G1 missing & no B flats or F sharps available)

1 New Era Chromatic Soprano Glockenspiel – C to A2 (but C sharp1 and D sharp1 missing)

1 Sonor Alto Diatonic Metallophone – C to B2 (but top C2 missing)

1 set boxed Diatonic wooden Chime bars – C to A2

1 New Era Diatonic Alto Xylophone – C to A2

1 Angel Chromatic Soprano Glockenspiel (yellow plastic case)

1 boxed Chromatic Soprano Glockenspiel – C to G1 (C1, C sharp1, D sharp1 and F sharp1 missing)

Assorted blue Chime bars – A, B flat, B, C, C sharp, D and B1

Assorted red chime bars – G, A, A, A#/Bb, B, C#, E, F, G, B1

1 Besson Flute (probably needing new pads)

3 keyboards (Yamaha PSR175, Yamaha PSR73 and Yamaha PSR11)

3 school New Era Timpani (large, medium, small)

2 large Cymbals (mounted on stands)

1 very large Tambour

1 Side Drum

1 King Tempo Clarinet (S/N: 609728)

1 ¾ Classic Guitar

8 Sleigh Bells (on belts), 1 Sleigh Bells (on handle)

1 fish-shaped Tambourine

1 Taktell Piccolo Metronome

1 medium Triangle

9 assorted Maracas

2 plastic Tambourine (no skin)

2 Tambourines (with skin)

5 Claves

1 set of 8 Tuning Forks (C to C1)

Triangle beater

1 Sopranino Recorder

24 Descant Recorders

5 Treble Recorders

3 Tenor Recorders

Spare soprano Glockenspiel bars – F#, Bb, F#1

Spare (squared-off) Xylophone bars – F#, Bb, F#1

Spare Xylophone bars – Large: D, F#, Bb1, C1, F#1, G1, A2

Medium: F, F#, Bb1, F#1, F#1, Bb2, F#2

1 Alto Xylophone/Metallophone frame (No bars)

1 Tenor Xylophone/Metallophone frame (No bars)

1 Percussion Plus pair of bongos

4 two-tone guiro (2 with no handles)

3 Tulip blocks (1 with no handle)

1 short Guiro (with handle)

1 wood block

3 two-tone wood blocks (no handles)

2 chunks of wood (!)

1 Kazoo

4 Castanets (on handles)

1 Flexatone
2 Percussion Plus small cymbals (no handles)
1 Bodhran
1 Tambour
1 'Swinging' Tambour
1 Rocking drum
1 Cabasa
2 small Cymbals
2 medium Cymbals
1 larger Cymbal
1 Bell tree (on handle)
2 small Triangles
4 medium Triangles
1 large Triangle
1 set of small Handbells (in orange bag)
1 Handbell set (G4 – G6)