



MORGANS PRIMARY SCHOOL AND NURSERY

MUSIC POLICY

Introduction

At Morgans, all our children, regardless of gender and ability, are encouraged to express their musical tastes in an informal and critical way. Through active involvement in listening, performing and composing, each child will be encouraged to develop skills and the knowledge and understanding necessary to be able to enjoy, take part in and value musical activities. An appreciation of a wide variety of musical experiences will form a firm foundation upon which to build each child's personal aesthetic development in the years to come.

Aims

1. To provide music education for all children in the school, which fulfils the requirements of the National Curriculum;
2. To foster a love and enjoyment of music;
3. To allow equal access and opportunity in music making to all children;
4. To develop the skills and knowledge which bring about an understanding of music;
5. To develop the capacity to express ideas and feelings through making and listening to music;
6. To offer children musical experiences of the highest quality.

Objectives

1. To begin to build a repertoire of songs, which have a vocal range and content relevant to the age group and which show increasing control over pitch, rhythm, dynamics and phrasing;
2. To experience singing in a group and to respond to verbal and non-verbal clues;
3. To extend the singing repertoire to include simple part songs and rounds, vocal improvisation and material from a wide variety of styles and cultures;
4. To make it possible for children to become composers;
5. To consider sound sources; self, hands, feet, voice, environment, instruments and to be able to select appropriate sound sources for a task;
6. To become aware of the elements of music; high/low, long/short, loud/quiet, fast/slow, timbre and texture and increasingly to control sound in respect of them;
7. To develop an understanding of musical pattern in rhythm, pitch and structure;
8. To record musical pattern in simple symbols and to play them back;
9. To use musical pattern in song accompaniment and composition, both individually and as a member of a group;
10. To develop an increasing awareness of structure in music from same/different, beginning/middle/end, repeat/contrast to simple forms such as ABA;
11. To listen to and recognise music from a variety of different styles and cultures, to talk about it using appropriate language, to follow within it a sequence of events or stories;
12. To be aware that music comes from a time and place and has a composer and increasingly to use knowledge to identify these;
13. To become increasingly aware of rehearsal and performance skills and to use them where appropriate;
14. To give all children the opportunity to learn a wind instrument, if not two, as they travel through the school;
15. To provide opportunities for children to have group or individual private lessons using our excellent bank of peripatetic teachers.

Teaching and Learning

The basis of our teaching at both Key Stages is attention to the elements of music:

1. duration; pulse, beat, rhythm, long and short sounds
2. pitch; high, low
3. tempo; fast, slow
4. dynamics; loud, quiet, silence
5. timbre; quality of sounds e.g. rattling, tinkling, smooth, ringing
6. texture; mixing sounds to create an effect
7. structure; pattern, repeating patterns, phrasing, sequencing, beginning/middle/end

Music may be enjoyed, investigated or performed within the class group or may, on occasions, form part of a rehearsal public performance, for example a school or year group play or concert by the choir and/or instrumental groups.

The children are taught to adapt their performance to suit the audience e.g. a public performance to parents will sometimes need to be more 'polished' than a workshop session between groups or classes.

Planning

Lessons will include a variety of musical activities and experiences in performing, composing, listening and appraising. It is likely that sometimes lessons will emphasise one particular aspect e.g. singing but there will be a balance over the whole year.

Progression through the Key Stages needs careful consideration. Recapping is part of our work but new and stimulating activities are constantly sought and unnecessary repetition is avoided. We follow the QCA scheme for music, which we support by using the LCP scheme for the most part. However, year 2 children are given the opportunity to learn the recorder throughout the year and thanks to the Herts Music Service's Wider Opportunities scheme, year 4 either learn the flute or clarinet throughout the year.

Class teachers are responsible for writing their own Medium term plans based on the scheme of work and transferring these to short term plans. The co-ordinator ensures there is continuity and progression throughout the school.

Class number rhymes and action songs are recognised as an important part of the Foundation Stage under Creative Development. This may be literally 5 minutes to call attention for a particular purpose e.g. counting etc. Some lessons are topic related and will last longer.

Assemblies

Children participate in a weekly singing session to be run in the hall and led by two singing specialists. They are also given the opportunity to sing as a school on a daily basis and twice a week as a class.

Assembly 'listening' music is usually linked to a particular theme e.g. music from other cultures. This also gives the opportunity to introduce the children to an instrument, composer or type of music.

The music co-ordinator has set up a rota for any child who wishes to, to play their instrument in assembly. This is open to any child in years 2-6 of any ability and any instrument. These children may have lessons in or out of school.

Where do we teach?

Music lessons may take place in the classroom or in the hall. These lessons last for 45 minutes and may be conducted by the class teacher or music co-ordinator. Year 4 woodwind lessons take place in the library. Peripatetic lessons usually take place in Mandeville music room but are occasionally held in the hall or dining room.

Extra curricular music

RECORDER GROUPS

Children in year 2 are encouraged to further their musical interest by learning to play the recorder. These lessons take place during the school day. We teach children the correct fingering and care of the instrument, whilst enhancing their general appreciation of music and give an introduction to notation and terminology.

There is a lunchtime club led by the music co-ordinator for children in years 5 and 6. This incorporates children who are near beginners to those more advanced and are ready to move on to playing in parts and different sized recorders.

CHOIR

A lunchtime choir meets twice a week throughout the year. There are no auditions for the choir and all children, girls and boys, in years 4,5, and 6 are welcome. The children are taught to be confident singers, sing in parts and harmonies and follow a conductor.

The choir is led by the music co-ordinator and performs in at least two concerts a year with the Hertford and Ware schools choirs. They also occasionally perform in additional concerts and assemblies such as at The Royal Albert Hall and The Hertford Choral Society Christmas concert.

A lunchtime singing club runs once a week for years 2 and 3.

Teachers from the Music Service visit weekly for lessons paid for by parents. Lessons are available on a variety of instruments. These are violin, guitar, woodwind (flute, clarinet and saxophone), piano and brass (trumpet, cornet and French horn)

Resources

There are various percussion instruments found in both buildings, which are available for use by all. Certain instruments can be shared between buildings. These are constantly being updated and are catalogued and labelled.

There are high quality cassette and CD players, one in each building and laptops with the ability to record using the software *Audacity* in each classroom, as well as laptop trolleys.

There are a selection of song books and some activity material relevant to all ages and stages. These are kept in Mandeville and Queens halls but the teachers and especially the co-ordinator, have their own resources.

A core of listening material on CD and MP3 is continually being built up.

Numu and links with Simon Balle

Morgans has worked closely with the music teachers at Simon Balle school, who have run workshops for the children and INSET for the staff. They have also set up a Numu web page for Morgans to upload and play music.

Every time children play or perform in assemblies lessons or concerts, they are recorded using an MP3 recorder. This is then uploaded onto the Numu site and parents are encouraged to listen to it at home. The co-ordinator is responsible for the upkeep of the site.

Sing Up

Morgans is involved in the Sing Up programme, both regionally and nationally. As part of this, we have pledged to work towards the Silver award with the view to moving further within the award scheme.

Assessment

Participation, enthusiasm and imagination are routinely assessed from nursery to the end of Key Stage 2.

- Practical work can be recorded and uploaded;
- Children perform to others and review their own and each other's work;
- Photographs taken to show work done;
- Children may record their work in written form or in pictures or through talk and discussion;
- As part of a pupil's Record of Achievement, it will be important to recognise extra commitment to school clubs and out of school activities, including exams and awards;
- Teachers report to parents yearly on their children's progress either through a school report of the Foundation Stage Profile.

Formative assessments will take place every time the teacher observes the children working but this will not necessarily be recorded in writing.

To be reviewed in April 1013