



## GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

### **A POLICY FOR MUSIC**

#### **ETHOS STATEMENT**

At Guston Church of England Primary School we believe that the way that we work together, behave with one another and seek to support and nurture others, gives life to our Christian ethos. It is one which is inclusive and seeks to encourage and inspire everyone to achieve their fullest potential.

#### **Introduction**

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 2014*

#### **Aims**

- 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.

#### **Objectives**

- To develop sufficient aural awareness to play and sing using simple musical and graphical notation
- To control sounds made by the voice and a range of musical instruments
- To be able to perform confidently with others

- To be able to compose, perform simple musical arrangements and improvisations
- To be able to refine, record and communicate musical ideas
- To be able to listen to and identify musical elements and structures
- To have some knowledge of the history of music including the works of some of the leading composers and the main musical traditions
- To have some experience of appraising music including an appreciation of both live and recorded music from different times and cultures

### **The teaching of music**

The teaching of music will normally follow the suggestions and themes developed by Charanga and also, where appropriate, link to current class topic themes and interests. It should encompass a broad range of activities during Key Stages 1 and 2 to enable the pupils to develop their knowledge, skills and understanding of music through:

- Performing skills – controlling sounds through singing and playing
- Composing skills – creating and developing musical ideas
- Appraising skills – listening and reviewing
- Listening and applying their knowledge and understanding

### **Key Stage 1**

During Years R to 2 children will learn and sing a wide variety of songs. They will explore a variety of sounds, including body sounds, environmental sounds and instrumental sounds. Children will be encouraged to create their own music and, in later years, record and use notation to store music. Much of this learning will be through games and will involve children performing individually and in both smaller and larger groups.

Children will also listen to a variety of music. Teachers will make use of supporting resources including Charanga and their own ideas, as appropriate. Teachers will also follow up music workshops with continued work in class.

### **Key Stage 2**

Much of the work at Key Stage 2 can be considered as the natural extension of the Key Stage 1 music curriculum but will offer greater challenges to the children including the opportunity to use ICT in their music making in order to capture, change and combine sounds

These will mostly be followed through follow up sessions after music workshops, the use of Music express scheme of work and Charanga.

## **Musical opportunities**

Apart from the work carried out in classes music will feature in many other aspects of school life. It will be an integral part of school worship. Children will have opportunities to perform as singers, instrumentalists or dancers for different audiences and for different purposes during the school lives.

Children will be given opportunities to take part in music workshops provided by outside agencies.

## **Assessment**

A framework for assessment and reporting to parents is provided in the end of Key Stage assessments. Children are not required to attain specific levels but descriptive judgements will be based on end of Key Stage assessments. As with other subjects, pupils should be involved in judging their own attainments.

## **Equal opportunities**

All attempts will be made to encourage and promote all aspects of music irrespective of gender, racial or cultural difference. Boys and girls will have equal access to all percussion instruments and choral activities will encourage the participation of boys.

Music from other cultures and traditions will be celebrated so that children's awareness is raised to the universality of music and its importance in the lives of all people.

Music will also reflect the Christian Values and ethos of the school. Music will play a major part in all community gatherings and acts of worship.

## **Cross curricular opportunities**

Every opportunity will be taken to develop links throughout all subjects in the National Curriculum from Early Years to the end of Key Stage 2.

## **Health and Safety**

Children will be taught the safe way to handle and to play instruments. Particular attention will be paid to the potentially damaging effects of loud sounds.

## **Resources**

A range of both tuned and un-tuned percussion instruments are available for use:

- tuned instruments include xylophones, metallophones and glockenspiels of different pitches and assorted chime bars.
- Un-tuned instruments include assorted small instruments (tambours, tambourines, triangles, castanets, bells etc)

- a range of electronic instruments is also being introduced to introduce the dimension of ICT into children's composing and performing opportunities

There is also a selection of sheet and recorded music – religious and secular – for use with children.

Audio equipment includes:

- a hi-fi system in the hall with 4 large speakers
- a public address system with assorted microphones for use in school concerts and other such occasions
- iPod with a range of classical, modern and school hymns stored for use in any classroom through the computer.

**Written by Sally Kemp and Karen Powell – September 2015**  
**Reviewed – October 2017**

**Signed by Chair of the Curriculum Committee**

**Signed:** \_\_\_\_\_

**Print name:** \_\_\_\_\_