



Music Guidance **(Whole School including EYFS)**

Introduction

'As well as being a worthwhile activity for its own sake - music is a powerful learning tool which can build children's confidence, team work and language skills'.

(Alan Johnson Education Secretary Jan 2007)

Aims

- To encourage awareness, enjoyment and appreciation of music in all its forms.
- To develop imagination and creativity.
- To help pupils of all abilities develop positive attitudes and to experience success and satisfaction in music.
- To offer opportunities to perform, compose, listen and appraise.

Music is essentially a practical subject which should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry to school. The ethos of the school promotes a commitment to a broad and balanced curriculum for all. Teachers are aware of their responsibilities for SEN children and plan the curriculum with differentiated activities to allow each pupil access to the music curriculum in various ways. Through the teaching of music, pupils can be provided with the stimulus for a lifetime's pleasure and participation as performers and listeners.

The fundamental skills, knowledge and concepts of music are acquired through the activities of:

Performing skills

Pupils will be taught to sing a wide ranging variety of songs and to use their voices expressively. They should have the opportunity to play tuned and untuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

Composing skills

Pupils will be given the opportunity to create musical patterns and to explore, choose and organise sounds and musical ideas. This will lead them on to organising their musical ideas within musical structures.

Appraising skills

Pupils will be given the opportunity to explore and explain their own ideas and feelings about music, using music, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.



Listening and applying knowledge and understanding

Pupils should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

Differentiation

Those pupils with a particular interest or aptitude in music can be given the opportunity to extend their education in a variety of ways, for example instrumental groups, choir, instrumental performances. Individual music lessons with peripatetic teachers are used to teach piano, recorder, violin, viola, saxophone, flute, clarinet, voice, brass, guitar, ukulele and drums in school. Pupils experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more musically able child.

School Productions / Performance / Assemblies

Each year group is involved in an annual play or musical which is directed by the music teacher and the class teachers. Pupils also take part (singing/acting/presenting) in their own class assembly at least once a year.

The Prep choir is a non-selective group who meet twice a week and regularly perform in school assemblies, to elderly residents in care homes or lunch clubs, and termly concerts. The Pre Prep choir meet once a week.

Pupils are given the opportunity to listen to a range of music at the beginning and end of our praise and celebration assemblies, including the children's musical performances. Songs and hymns are sung at each Assembly.

Assessment

Assessment will form an integral part of the teaching and learning of music. This will be done by observing pupils working and performing, by listening to their responses and by examining work produced. Formal assessment will be recorded on Classroom Monitor.

Resources

A range of percussion instruments is available and can be used not only for music lessons but generally by class teachers around the school. The department also has 12 keyboards which are used for composing. The school has a piano in the school hall with two Yamaha clavinos in the teaching hubs. There is a clavino in Y5DR classroom for choir rehearsals. There is also one keyboard which is used when the choir are performing at care homes etc, and a full electric drum kit for individual drum lessons. All the music, musical plays, worksheets and CDs are kept in the music office – class teachers may use these resources whenever they wish.

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