

## Music Policy

'Music is invaluable to the full development of the child; a good music education can sensitise a child to be receptive to the greatest creative achievements of mankind'  
(Susan Digby for the VOICES Foundation)

### Philosophy

Music should occupy a place within the day to day activities in the classroom. Children should be able to use music to help them grow in personal confidence and self esteem. It is a process of active learning and most importantly, children should enjoy the shared experience of their music-making.

### Aims:

In general:

- to develop pupils' understanding and enjoyment of music through activities that bring together requirements from both **Performing and Composing and Listening and Appraising**
- To develop the musicianship of children across the whole age range (of the school) by increasing aural awareness and enabling musical thinking and specifically:
  - to develop an accurate and discriminatory aural sense
  - to develop aural thinking
  - to experience rhythmic and melodic concepts in music through movement and develop an association between music and physical movement
  - to develop manipulative skills for playing specific instruments
  - to develop the ability to sing (and write) music from memory
  - to develop a facility for improvising and composing
  - to develop an interest in other forms of music-making and listening and an appreciation of music from different times and cultures

### School Policy and The National Curriculum

Our School Policy draws together the principles and content of the N.C. and the Dorset Curriculum Policy. The N.C. groups music requirements under two attainment targets:

**Performing and Composing**  
**Listening and Appraising**

### Organisation of the Curriculum

'...well taught music can be used to nourish the child intellectually, emotionally and socially.' (The VOICES Foundation)

Music is taught both as a discrete subject and through a cross-curricular approach linked to a two-year rolling programme of topics, for which long term planning is prepared by the Music Co-ordinator.

Children are taught simple folk and traditional songs from all over the World and encouraged, where appropriate, to sing in more than one part and to create ostinati and instrumental accompaniments to their singing. The development of a sense of relative pitch and the internalising of sounds is also part of this work.

During class lessons the music experiences offered include using sounds and responding to music, making use of ICT to explore and record sounds; performing, composing, listening and appraising, identifying musical ideas, investigating, internalising, distinguishing musical elements such as pitch, duration, dynamics, tempo, timbre and texture all within a structure such as a round, a phase, an ostinato etc. The repertoire chosen for performing and listening extends pupils' musical knowledge, by including a variety of styles from different times and cultures. Links are made with other curriculum subjects, particularly those in the Expressive Arts. Recorder tuition is available, free of charge, to both beginners and more advanced players, from Year 2 onwards. The children are given the opportunity to play in different consorts, and regularly accompany the singing in Daily Worship. At present, peripatetic teaching is available for children wishing to learn guitar, flute, clarinet, saxophone, violin or cello. A charge is made for this tuition.

## **Teaching and Learning Styles**

A Wide variety of Teaching and Learning styles are used, including whole class tuition, working in groups, pairs or individually. Music is taught by the class teacher following a two-year plan organised by the Music Co-ordinator. The ideas for the long term planning reflect the two-year cycle of Topics. Since many musical skills require regular attention, a 'little and often' approach to music-making is often more beneficial with younger children than long, infrequent blocks of work.

## **Resources**

The school is equipped with a music trolley containing a wide range of tuned/untuned percussion instruments. Larger instruments and music books are stored in the Music Cupboard in the hall. Multicultural instruments are available on loan from DEED. A selection of Listening tapes is compiled on a regular basis by the Music Co-ordinator for use in Assemblies and to support classroom based work.

## **Responsibility**

Music is currently taught by all teaching staff to their own class on a weekly basis. The Music Co-ordinator supports and advises staff on any recent developments concerning the National Curriculum and provides guidance for planning to support the Topic programme. The Music Co-ordinator is also responsible for organising school concerts and musical events planned as part of the Beaminster Pyramid. At present a Pyramid choral concert takes place in the Spring Term at which Year 5 and 6 pupils perform; in the Summer Term there is an instrumental concert for all pupils receiving peripatetic teaching and for the Year 3 - 6 recorder players.

## **Assessment and Record Keeping**

According to the requirements of the N.C. assessment of achievement in music is made by teachers only against end of Key Stage Descriptors. As in other subjects, music is assessed as a continuous process, built into the teaching programme. It should be a simple part of the classroom process and the observations used to report to parents. Records of children's work can take many forms; the most obvious being the use of a cassette recording of children's performances and compositions. At a simpler level a musical question and answer will provide a fitting indication of a pupil's achievement.

Pupils are encouraged to evaluate their own and other pupils' performances and compositions.

**Cross-Phase Liaison:**

At present the Beaminster School seeks information at the time of transfer on current and future potential for specialist instrumental tuition of prospective pupils.

**Postscript**

'Music has the extraordinary power of co-ordinating spirit and matter, thought, mind and hear. Its contribution of self-discipline is perhaps more than ever important today.'  
Yehudi Menuhin

# LONG TERM PLANNING: 2 -YEAR CYCLE

**Year groups**

Year 1 and 2

**Subject**

MUSIC

	<b>Unit/Ref No</b>	<b>Time</b>
<b>Year 1 Term 1</b>	<u>Exploring Duration</u> Unit 3	<b>6 - 8 hours</b>
<b>Year 1 Term 2</b>	<u>Exploring Sounds</u> Unit 2	<b>6 - 8 hours</b>
<b>Year 1 Term 3</b>	<u>Exploring Pulse and Rhythm</u> Unit 4	<b>6 - 8 hours</b>
<b>Year 2 Term 1</b>	<u>Exploring Pitch</u> Unit 5	<b>6 - 8 hours</b>
<b>Year 2 Term 2</b>	<u>Exploring Instruments and Symbols</u> Unit 6	<b>6 - 8 hours</b>
<b>Year 2 Term 3</b>	<u>Exploring Timbre, Tempo and Dynamics</u> Unit 7	<b>6 - 8 hours</b>

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# LONG TERM PLANNING: 2 -YEAR CYCLE

Year groups

Year 3 and 4

Subject

MUSIC

	<b>Unit/Ref No</b>	<b>Time</b>
<b>Year 3 Term 1</b>	<u>Exploring Rhythmic Patterns/Descriptive Sounds</u>  Elements of: Unit 9 Unit 10	<b>6 - 8 hours</b>
<b>Year 3 Term 2</b>	<u>Exploring Arrangements/Pentatonic Scales</u>  Elements of: Unit 11 Unit 12	<b>6 - 8 hours</b>
<b>Year 3 Term 3</b>	<u>Exploring Sound Colours/Singing Games</u>  Elements of: Unit 13 Unit 14	<b>6 - 8 hours</b>
<b>Year 4 Term 1</b>	<u>Exploring Rhythmic Patterns/Arrangements</u>  Elements of: Unit 10 Unit 11	<b>6 - 8 hours</b>
<b>Year 4 Term 2</b>	<u>Exploring Pentatonic Scales/Sound Colours</u>  Elements of: Unit 12 Unit 13	<b>6 - 8 hours</b>
<b>Year 4 Term 3</b>	<u>Exploring Singing Games/Descriptive Sounds</u>  Elements of: Unit 14 Unit 9	<b>6 - 8 hours</b>

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# LONG TERM PLANNING: 2 -YEAR CYCLE

**Year groups**

Years 5 and 6

**Subject**

MUSIC

	<b>Unit/Ref No</b>	<b>Time</b>
<b>Year 5 Term 1</b>	<u><b>Victorians</b></u> Controlling Sounds Playground Games Victorian Music Hall	<b>8 hours</b>
<b>Year 5 Term 2</b>	<u><b>The Environment</b></u> Responding and reflecting Art/Music  Links with landscape	<b>8 hours</b>
<b>Year 5 Term 3</b>	<u><b>The Caribbean</b></u> Communicating musical ideas  Caribbean songs	<b>8 hours</b>
<b>Year 6 Term 1</b>	<u><b>World War 2</b></u> Performing with others  WW2 songs	<b>6 - 10 hours</b>
<b>Year 6 Term 2</b>	<u><b>Communications/Sweden</b></u> Listening Appraising Applying knowledge	<b>8 hours</b>
<b>Year 6 Term 3</b>	<u><b>The Tudors</b></u> Exploring and composing	<b>8 hours</b>