



Music Policy

24th March 2022

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2.0	March 2022	P.Kinsella		Curriculum & Standards

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The school's vision to foster a lifelong love of learning, support and underpin the teaching and learning of Music.

We aim through our creative and skills based integrated curriculum to enable all pupils to make good progress in all areas of the music curriculum.

Given the right environment and appropriate teaching, all children are capable of considerable achievements in music. It should be our aim to develop every child's musical abilities to their fullest extent through practical experience of composing, performing and listening, and to develop in every child the capacity to enjoy, understand and have sensitivity to music.

Curriculum:

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated Dimensions of Music (composition).

Aims:

We aim to provide opportunities for children to:

- listen to a wide range of music
- learn songs
- enjoy singing
- use their voices expressively
- sing in groups/on their own at organised sessions and spontaneously
- perform to an audience
- compose
- investigate sounds using instruments and voices
- be an appreciative and critical audience to performances
- express views and evaluate music
- respond to music through, dance, art, literacy etc
- to develop a sense of pitch and sing in tune
- to represent music symbolically
- use ICT to express themselves creatively
- develop skill and understanding of the Dimensions of Music:
 - pitch – complete range of sounds from lowest to highest
 - duration – length of a sound or silence
 - dynamics – volume of the music, loud or quiet
 - tempo – speed of music, fast or slow
 - texture – layers of sound e.g. 2 layers of sound created by a melody accompanied by a drum beat
 - timbre – quality of sound e.g. squeaky
 - structure – of music e.g. beginning, middle, end

Equal Opportunities

We endeavour to provide for each individual child equal opportunities to access a programme which adheres to the requirements of the National Curriculum and the Early Years Foundation Stage curriculum.

Assessment

Pupil progress is assessed using National Curriculum descriptors and the Foundation Stage Early Learning Goals. Assessment is used to inform planning and end of key stage reports.

Continuity and Progression

The Music Express scheme of work has been adopted to ensure continuity and progression across the year groups. Where appropriate, planning is further developed in year groups to create links with project planning which is subsequently incorporated into the weekly planning. The units of work allow pupils to; control sounds through singing and playing (performing skills), create and develop musical ideas (composing skills), respond and review (appraising skills), listen and apply knowledge and understanding.