Sunnymede Junior School

Music Policy 2023



The Importance of Music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, affection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupil's ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of music at Sunnymede Junior School. Here, we provide a caring and stimulating environment where pupils have the opportunity to thrive both academically and socially.

In Music, pupils at Sunnymede Junior School are given opportunities to be actively involved in listening, composing and performing thereby developing their sensitivity to and understanding and enjoyment of the subject.

Aims

The following aims are intended for all children. We believe that music is an integral part of everyday life. Therefore, we feel it is important to provide an active music programme and to give all pupils the opportunity to participate in class lessons and music clubs.

- To give all children access to music education, which is appropriate to their level of musical development and interest.

- To introduce children to a wide variety of music of diverse styles, from differing historical periods and from varying cultures.

- To give children musical and aesthetic experiences in listening, improvising, composing and performing with other pupils and adults.

- To give children experiences of making music with the voice and with an untuned and tuned instrument.

- To give children the opportunity to understand the relationship between sound and symbol and develop a working knowledge of systems of notation for use in composing and performing.

- To instil within children, a love of music which will form the keystone to future enjoyment and achievement.

Music in relation to the National Curriculum

At Sunnymede Junior School, children will develop their understanding of the main musical concepts; timbre, texture, dynamics and structure of the music. In listening and appraising, children will be encouraged to describe their experiences, making reference to the main musical elements as follows:

- PITCH — Melody and Harmony
- DURATION — Pulse, Metre and Rhythm
- PACE — Graduations of Speed
- TIMBRE — Tonal Quality of Voice and Instruments
- TEXTURE — Melody and Accompaniment
- DYNAMICS — Graduation of Dynamics and Accents
- STRUCTURE — Repetition, Contrast and Simple Forms

We will develop their musical skills whilst participation in a musical activity by;

- Playing music on pitched instruments and a range of non-pitched instruments.
- Singing and controlling their voice.
- Performing as a soloist or with others.
- Composing musical ideas and recording compositions using progressive symbols.
- Ensure the children are aware of different types of music from various times, cultures, places and occasions.
- To understand that music can reflect different moods or themes and can change within a song.

- Allow the children to respond to these genres of music and respond to them.

Planning of Music

Music planning taken from the Charanga Music Scheme, which is based on National Curriculum Programmes of Study.

Plans are taken from the Charanga Scheme of work for whoever is delivering the lesson, the work is adapted for different groups of children.

Timetabling and planning ensures that:-

- Each class has regular class lessons. Each class is taught by their class teacher or HLTA for one hour every alternate week. Each child has their own music book, which should cover their music journey through Key Stage 2.

- There is sufficient opportunity for children to participate in active music making, covering western and non-western culture.

- Children discover, explore and develop technical skills.

- There is usage of a wide variety of musical instruments, including the voice.

- Children begin to refine listening skills.

- There are experiences to support the learning and adopting of the principles and procedures inherent to the discipline and nature of musical traditions and conventions.

- Children learn how to create, store and display musical sounds.

- Provision is made for children with different learning abilities through a variety of tasks and responses.

Assessment and Recording

Recording children's musical achievements and progress can be accomplished in a variety of ways:-

- Visual recordings - photographs, art work
- Sound and visual – videos
- Written evidence through graphic and conventional scores
- And the written language

Children's progress is measured against descriptions in the Charanga Scheme of work taken from the National Curriculum.

Relationships to other subjects

Pupils are given opportunities, where appropriate, to develop and apply their I.C.T capability in their study of music - particularly for listening, accessing information, performing, creating, manipulating and storing sounds. Also in History, when we study Music from the past and Geography in music to study music, attitudes to music and instruments from around the world.

Links with Literacy

Examples of musical activities and tasks which support the development of

Literacy:-

- **Listening skills**: associated with creating rhythmic patterns using syllables and rhyming patterns using structure.
- **Comprehension**: when an appropriate sound response is made to given words and phrases to enhance the meaning.
- **Reading musical scores**: following the same left to right procedure and interpreting symbols and introducing vertical as well as horizontal reading (linked to bus/train timetables for example).
- **Speaking**: developing the ability to evaluate and discuss musical sounds using appropriate vocabulary.
- **Story structure**: with beginning, middle and end and musical structure, with introduction, middle section and coda.
- **Characterisation of a plot**: as in songs or music which have a story.
- **Recognising silent letters**: as with a symbol for a rest in music.
- **Punctuation**: commas and semi colons to indicate a space of time - in music , phrase marks or a comma above the musical stave and a full stop at the end is like a double bar line in music.

Links with maths:-

Examples of musical activities and tasks which support the development of maths:-

- N**umber sequencing** - metre (beats in a bar).
- **Time and space**, linked to tempo and duration.
- **Patterning** – rhythmic and melodic repetition, symmetry - a rhythm or melody played forwards and then backwards.
- **Counting** – layers of sounds in musical texture and rounds and accumulative songs.

Equal Opportunities and Special Needs

All pupils are entitled to benefit from access to a curriculum and a range of learning experiences of the highest standard possible, which take account of unequal starting points and which are provided irrespective of gender, ethnic background, age or difficulty.

Pupils with special needs are often able to find areas of strength in Music. They include:

- Pupils with learning difficulties who are given extra opportunities for musical development and performance.
- Pupils with particular flair and ability for Music who are extended through individual instrumental tuition.
- Participation in a wide variety of musical activities will be encouraged.

Role of the Music Co-ordinator

The music co-ordinator is responsible for:

- Providing assistance and guidance to all staff when requested, in order to implement the music policy consistently throughout the school.
- Organise resources to support the school music policy and teachings.
- Co-ordinate purchasing, organisation and distribution of resources.
- Arrange in-service support.
- Liaise with outside agencies, other schools and colleagues.
- Monitor policy and planning of music.

Extra Curricular Activities

Music supports the school ethos and we value the opportunity for children to participate in extra-curricular activities.

At present:

Pupils from all year groups are welcome to join the school choir, which is run throughout the year. The choir perform at a variety of events, including Anisha Grange, Barleylands Christmas Market, PTA events (Christmas Bazaar and Summer Fete), The Sunnymede Soiree (held every two years), 'open mike night' at the end of year open evening and the BSMA Music Festival.

Pupils have the opportunity to receive instrumental lessons from a variety of the peripatetic music teachers. Tuition is available on a weekly basis on the following instruments: cello, piano, violin, drums, and guitar. Other instruments are available on request.

Children are invited to attend clubs at school for the recorder and choir.

The school holds a Musical Evening every alternate year, in the later part of the academic year to allow children who play a musical instrument to perform to an audience of family and friends.

Music is also played whilst the children enter and leave assembly to provoke the children's thinking and create the correct mood for assembly. A composer or performer of the week is used to give the children a broad range of musical experiences.

All children take part in a weekly singing assembly, developing the children's ability to sing in tune and with other people. Children who are musical are given the opportunity to play in front of peers and teachers.

Resources

A copy of current resources in school, is kept in the cooordinator file. There is one percussion trolley (in the community room), which all teachers have access to. The music cupboard, also located in the community room has djembe drums, keyboards and other resources that are musically related. We also have a class set of glockenspiels and recorders.

Assessment

Our aim is to take care that children work according to their abilities. Assessment must be concerned with the performance of the individual against set criteria, not in relation to other children. Assessment will be focused upon the teacher's observation of the quality of each child's response to music as detailed in the planned Scheme of work. Recording the children perform is a great way to later reflect and assess more carefully. Videos are downloaded to the Charanga Web page.

Mastery in Music at Sunnymede Junior School

- Children are encouraged to listen to, compare and contrast, review and evaluate music from a range of genres and traditions. Giving their personal preferences and justifying their viewpoints.
- Children are given the opportunity to compare and contrast a range of different composers from long ago to modern composers today, looking at the different techniques they have used in their music.
- Children will have the opportunity to play a range of tuned and untuned instruments from other cultures learning to self-select appropriate instruments for a given purpose.
- Children will have the opportunity for experts teach them specific instruments in school and have the chance to perform in and out of school, either as part of an orchestra, ensemble or as a soloist.
- Children are encouraged to write and perform their own music in graphic score using standard notation or using a computer programme. They will be encouraged to record and evaluate their compositions using technical vocabulary with precision.
- Children will be given the opportunity to understand and explore how music is created and communicated. Higher order questioning during lessons ensures that pupils can reflect and explore a range of different musical techniques such as pitch, tempo, duration, dynamics and texture.
- Through extra-curricular clubs and in class, children are given the opportunity to learn to sing and use their voices to create and compose music. They are able to perform at external events.
- Children who have a deeper understanding of music should be given the opportunity to create and explore music in a less structured way allowing them to develop and extend their learning.
- Children who are able to read and play music to a higher standard are given the opportunity to use their instrument and play more challenging pieces of music suited to their ability.

Reporting

Parents will receive information regarding their child's progress in music through the Annual Report.

Updated Summer 2023