

St. Patrick's Primary School Legamaddy



School Music Policy

Music Coordinator 2015
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Music Policy

1 Aims and objectives

- 1.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.
- 1.2 The aims of music teaching are to enable children to:
- know and understand how sounds are made and then organised into musical structures;
 - know how music is made through a variety of instruments;
 - know how music is composed and written down;
 - know how music is influenced by the time, place and purpose for which it was written;
 - develop the interrelated skills of performing, composing and appreciating music.

2 Teaching and learning style

- 2.1 At St. Patrick's Legamaddy we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We also teach children how to work with others to make music, how individuals combine together to make sounds and how to compose music to play together. We provide the opportunity for all pupils to learn to play the tin whistle from Primary 5 on and incorporate with this the teaching of musical notation.
- 2.2 We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:
- setting common tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty (not all children complete all tasks);
 - grouping children by ability in the room and setting different tasks to each ability group;
 - providing resources of different complexity depending on the ability of the child;
 - using classroom assistants to support the work of individuals or groups of children

3 Additional music teaching / Brass

- 3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is supported and organised by The South Eastern Education and Library Board. Parents who want their children to participate in the scheme pay on a yearly basis and once a week their child gets a lesson in school. These lessons are for brass instruments and are taught to small groups of children. Mr. Whan comes into school every

Tuesday and teaches a range of children from P4-P7. Children whom he feels are ready for Music exams, he enters them in May/June and takes them through the process.

This is in addition to the normal music teaching of the school, and takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

4 Music curriculum planning

4.1 Our school uses the Northern Ireland Curriculum for the planning and teaching of music as the basis for its curriculum planning. We have adapted the statutory requirements so that the topics that the children learn can try and integrate music into these as best as possible. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

4.2 We carry out the curriculum planning for music half termly planners & weekly planners. We make notes of any music taught through daily notes also.

Music is planned for in conjunction with teaching colleagues in each year group.

We teach music early years as an integral part of the topic work covered during the year.

Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

4.3.1 The daily/weekly/half termly plans, contain specific learning objectives for lessons and give details of the work for each term. The music Coordinator is responsible for keeping and reviewing these plans.

4.4 Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

5 The contribution of music to teaching in other curriculum areas

5.1 Cross-Curricular

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

ICT is used in music where appropriate. Children use the Interactive White Boards (websites and games). They also use ICT in music to enhance their research skills through the Internet and iPads. They listen to music on the Internet. Children improve the presentation of their work through the use of ICT.

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on

people's moods, senses and quality of life.

Music is also integrated into Foundation Stage Play Based Learning and also through the KS1 Activity Based Learning weekly sessions.

6 Teaching music to children with special needs

- 6.1** We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

7 Assessment and recording

- 7.1.1** Teachers assess children's work in music by making informal judgements as they observe them during lessons.

8 Resources

- 8.1** There are resources for music teaching in the school. We have a piano, 1 keyboard, listening centres, a fully equipped music trolley containing a wide range of instruments – percussions, tambourines, didgeridoos, rain shakers, bells, triangles, wood blocks etc..... This trolley is kept in a central location in the KS2 activity area and used by all classes. The Music Co-ordinator has the responsibility for looking after these and replacing any broken / damaged instruments. We also have purchased a lot of "Music Topic Packs" which are to be used for introducing music through topics – War, Egyptians, Green Cross Code, Space, Fairy tales etc.....

9 The school choir/orchestra and musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which consist of children from P5 to P7. The choir meets regularly and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year especially in preparation for our sacraments or religious ceremonies, competitions, Community Centre, school functions, assemblies musicals and Christmas Plays. We sing at a School Masses throughout the year.

- 9.1.1** When we have a sufficient number of children learning a musical instrument, we provide opportunities when they can learn to enjoy playing music in an ensemble. (Christmas Plays, School events, Carol Services, Open Mornings etc....)
- 9.3** Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. We provide times during the year when the whole school comes together to sing and share their musical talents, e.g. Weekly Assemblies, Christmas Plays, Carol Services, Mass, Holy Communion, Confirmation.....

