



# Whole School Policy for Music

2020-21

## **Why Music?**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## **School Aims For Music**

At Seascope Primary School we aim to provide children with as many and varied musical opportunities as possible in order to meet the National Curriculum requirements and to encourage an enjoyment of music, which will stay with them throughout their lives. This should be approached first and foremost through classroom music and further enriched through participation in one or more of the music groups set up in school. In addition to these, there are occasions when the whole school is involved in an event with a particular musical focus, for example:

- During a performance by a visiting musician.
- Seasonal songs e.g. harvest festival, Christmas carols and Easter songs.
- Or simply during an assembly or hymn practice.

Through music education at Seascope Primary School, we aim to:

- a) Encourage enjoyment of music through active participation.
- b) Develop awareness and appreciation of music as part of our everyday lives, and encourage respect for the views and musical tastes of other individuals.
- c) Encourage development of the necessary attitudes and specific musical skills and knowledge to take full advantage of the learning experiences offered.
- d) Encourage children to be confident, independent, self-motivated and to contribute positively to our school life and to society as a whole.
- e) To stimulate imagination, develop creativity and aesthetic awareness through music as one of the Creative Arts.
- f) To determine links with other curriculum areas, where appropriate including PSHE, and hence stimulate work in, and contribute to, those areas, while recognising that music is a subject in its own right, with a language of its own.
- g) Present a range of musical opportunities to all pupils, irrespective of age, gender, race, physical ability or financial capabilities of parents.

## **Children's Experiences in Music**

We aim to provide a variety and balance of working experiences that our pupils will encounter during the study of Music. These experiences will include:

- a) Individual, paired, group and class experiences.
- b) Practical, oral, aural, observational, investigational and written experiences.
- c) Using pictorial, written, recorded and live resources
- d) Addressing the needs and interests of individual pupils, including those with learning difficulties and those more/less musically able.
- e) The use of ICT, in particular, recording facilities, the Internet including Seascope Radio Station, Keyboards and appropriate computer programmes.

In common with all National Curriculum subjects, pupils should be taught to express themselves correctly and appropriately in both speech and writing and to develop their listening and reading skills. They should be taught to use grammatically correct sentences and to spell and punctuate accurately in order to communicate effectively in written English, as appropriate within the music curriculum. In addition, they should be taught to recognise and use appropriate musical vocabulary.

### **Links to Durham Music Service**

All children in year 5 and 6 have the opportunity to learn the guitar during whole class tuition. Years 1-6 will get the chance to work with a member of DMS once or twice a term to learn new skills.

Funding for this comes from our school budget each year.

Children perform at Harvest and Christmas time.

Lower Key Stage 2 will perform a musical performance for the rest of the school and their parents. This performance happens after school hours.

### **Assessment and Recording**

The assessment criteria are informed by progression statements linked to each objective. This ensures that children make progress within the subject throughout their time at school.

Opportunities to record are varied;

Written

Recording opportunities

Performance

Appreciation

### **Cross curricular planning**

Music is considered on the Cross Curricular Planning Grid and should be incorporated into themes and topics covered by each year group wherever possible.

Music is taught in music lessons, cross curricular links, wider opportunities and singing assemblies in order to maintain a broad and balanced coverage.

### **Resources**

Music resources are located in the Music cupboard in the KS2 corridor. These resources include maracas and shakers, bells, tambourines, glockenspiels, cymbals, djembe drums, chime bars, triangles, tick-tock blocks, buffalo drums, claves, egg shakers, castanets, Indian bells, a xylophone and music stands. Boomwhackers, keyboards, a drum kit and drum pads can be found in the Art room.

Resource checks are carried out on a regular basis in order to provide high quality musical resources.

Written by Scott Jordane  
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