



MUSIC POLICY

Overview

Music education at Fulwell Infant School Academy is concerned with the development of children's vocal and basic instrumental playing skills, their understanding of the 'elements of music' and their awareness of different musical cultures and styles. To achieve this children throughout the school are involved in an active musical programme of:

- i) individual class music lessons
- ii) instrumental and vocal groups
- iii) whole year group singing practices opportunities
- iv) whole year group performance opportunities

General Outcomes

The teaching and learning ethos and environment for this programme enables children to:

- develop their expressive ideas, thoughts, and enjoyment through their music making;
- develop their awareness and understanding of music from a variety of periods, styles and cultures;
- develop their confidence in performing and creating music (composing);
- develop their wider communication, study skills, personal and social skills through their music making.

Specific Learning Outcomes

In their journey from nursery to the end of year 2, children develop skills in the following areas:

- exploring a range of sounds and exploring the different ways of making/organising them
- creating their own musical ideas within simple musical structures (compositions)
- singing a range of songs in small and large group settings, sometimes taking a solo lead

- playing simple rhythmic and melodic patterns on a variety of untuned and tuned instruments
- recognising and describing sounds, and listening/responding to different musics
- developing an awareness of the 'elements of music' (timbre, duration, pitch, dynamics, tempo, texture) and an ability to control them when making music

Opportunities & Environments

Children's progress in their music education will take place:

- within the music classroom, during their weekly individual class music lessons,
- during school music/singing assemblies,
- during some cross-curricular activities
e.g. physical education, annual dance festival, presented class assemblies, school visits,
- during rehearsals/performances for seasonal events such as:
harvest assembly, coffee mornings, Christmas Nativities (one for each year group)
and the end of summer term Key Stage 1 shows.
- during after school clubs such as school choir and recorder groups,
- during peripatetic violin instrumental lessons,
- from outside providers delivering visiting musico-dramatic performances,
- from their attendance of musico-dramatic performances outside of school,
- through media programmes within school.

Health and Safety

Details of the school's safety procedures can be found in the school's general Health and Safety policy document. All children are taught the safe and appropriate use of musical instruments and equipment and staff use their professional judgment as to whether an activity is safe or not before undertaking it..

Resources

Musical instruments in the music room are easily accessible to children and staff, and are stored on portable trolleys, within labelled crates and drawers, and upon open shelving. There is a very good selection of both tuned and untuned percussion instruments. Charanga (an online music scheme resource) is regularly featured in music lessons help promote the use of music technology. It is used to supplement lessons and does not provide the overall scheme that children follow (please see 'curriculum' section below). There is a wide variety of resource CDs and songbooks stored in both the hall and in the music room.

Whilst nursery and reception classes also receive weekly music lessons (a minimum of 30 mins per week), the following overview relates just to the statutory element received by Key Stage 1.

Year 1

Year 2

Autumn	Exploring TIMBRE Performing, using Charanga (online music resource) Exploring DURATION Performance content for Christmas	TIMBRE + DYNAMICS through graphic notation and using Charanga (online music resource) Notating DURATION (note lengths) TEMPO in Western Musics Performance content for Christmas
Spring	Exploring PITCH Performing, using Charanga Exploring RHYTHMS	PITCH in composition + performance Notating PITCH (single stave) Exploring + notating PENTATONIC scales Exploring TEMPO in composition + performance, and through Charanga World Musics
Summer	Exploring DYNAMICS + TEMPO Performing, using Charanga Performance content for Summer Concert BR's Musical Stories (series 4)	TEXTURE + STRUCTURE in composition and using Charanga Performance content for Leavers' Show
<i>All-year-round development of ongoing music skills & specific learning outcomes.</i>	<p>Listen & Appraise: Begin to 'actively listen', explore familiar musical styles, find the pulse, recognise common instruments and talk about 'musical elements'.</p> <p>Musical Activity: Begin to identify 'musical elements' (timbre, duration, pitch, dynamics + tempo). Start to sing confidently and participate in small and large groups. Start to play classroom instruments solo and in a small/large groups.</p> <p>Improvisation & Composition: Begin to explore and create individual melodic & rhythmic responses. Begin to 'record' and reproduce those responses and melodic / rhythmic ideas.</p> <p>Performance: Begin to work together in small and large groups using voice and instruments. Discuss and improve / refine a performance.</p>	<p>Listen & Appraise: Develop listening skills, recognise musical styles and explore non-western musics, identify rhythms, explore new instruments and understand the role of 'musical elements'.</p> <p>Musical Activity: Begin to feel and understand how 'musical elements' work together (timbre, duration, pitch, dynamics + tempo). Develop singing repertoire and sing with growing confidence, solo and in small and large groups. Play classroom instruments, demonstrating an awareness of good playing technique, solo and in small and large groups.</p> <p>Improvisation & Composition: Create and be able to reproduce longer individual melodic & rhythmic responses. Use music notation to 'record' and reproduce those responses and melodic / rhythmic ideas.</p> <p>Performance: Develop confidence, skill and accuracy in singing and playing skills, working in small and large groups using voice and instruments. Be able to improve / refine a performance.</p>

Policy Review

This music policy and the current school-wide music curriculum is reviewed every year towards the end of the summer term. Revisions will be made if it is necessary to respond to any changing school-wide demands, issues, resourcing or staffing.

Brendon Renwick

Music Specialist Teacher - Fulwell Infant School Academy

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