

HIGHFIELD PRIMARY SCHOOL

POLICY FOR MUSIC reviewed October 2021

This document is a statement of aims, principles and strategies for the teaching and learning of Music at Highfield Primary School.

Why teach music?

Music helps develop

- pride in a sense of individual and collective achievement
- aesthetic appreciation and discrimination
- listening skills and sensitivity to sound
- imagination and inventiveness
- intellectual and artistic skills
- the ability to analyse and solve problems
- the ability to see through to a successful conclusion the creation, refinement and presentation of a piece of work of high quality
- communication skills (verbal and non-verbal)
- social skills such as leadership, co-operation, tolerance and self-evaluation self-motivation, self-discipline, self-analysis
- an awareness and appreciation of a wide range of cultural traditions.

Aims in music

- All children should have the opportunity of performing music in various ways- singing, playing and dancing and also, share their developing expertise with other children in school, parents and the wider community.
- All children should be given the opportunity to acquire a basic knowledge of musical elements-rhythm, melody, harmony and listening.
- All children should be able to make simple musical decisions about the music that they hear or play based on their growing knowledge of the musical elements mentioned above.
- All children should be given the opportunity to listen to many sorts of music particularly of the twentieth century including ethnic, popular and classical.
- Children should leave the primary years having had many varied opportunities to create their own music.

Organisation of pupil's learning

Musical activities should take the form of individual, group and class activities as appropriate e.g. composition is particularly suited to group work; singing is particularly suited to class work.

Teaching strategies

- Children to learn from each other
- Teacher-led activities
- Initial teacher input to open ended activity

- Able pupil helping less able
- Individual research work

Performances

Reception - Musical Nativity, Songs and Rhymes sharing assembly

Year 1 - Winter festivals, Spring festivals

Year 2 - Harvest, Christmas

Year 3 - Spring concerts

Year 4 - Robin Hood's Bay musical performance

Year 5 - Christmas, Steel Pans

Year 6 - End of year performance

Learning Musical Instruments

All children in year 3 learn to play the ukulele which is then developed in year 4. Children in Year 3 are given the opportunity to learn the recorder as an extra-curricular activity.

In years 4, 5 and 6, violin, cello and woodwind lessons are available for children to access if they choose to.

Specialist teaching

Specialist teaching occurs for instrumental lessons (recorder, 'cello, violin and woodwind) and for orchestra. It is the role of the music co-ordinator to help co-ordinate these activities and advise colleagues on planning, skills and appropriate resources.

Extra-curricular provision

- Choir for children in year 2 - 6 - participation in community concerts
- Orchestra
- Recorders
- Steel Pans
- Peripatetic music teaching year 4 - 6 External musical examinations
- Participation in Leeds Town Hall concert

Equal opportunities

We adhere to the whole school policy on Equal Opportunities. All pupils, regardless of ethnic and cultural origin, of gender and of physical and mental ability have the right to experience music.

INCLUSION

- pupils with special educational needs should be educated at Highfield
- pupils with a disability will not be treated less favourably, for a reason that relates to their disability
- pupils with special educational needs should have full access to a broad, balanced and relevant education to ensure the highest possible levels of achievement

- pupil's views should be sought and taken into account, in the light of their age and understanding
- interventions for each child should be regularly reviewed and their impact assessed

To achieve a fully inclusive system we must base all our workings upon the following values and beliefs:

- a commitment to inclusion involves valuing diversity, understanding difficulties, and recognising and respecting individual differences
- the best interests of all children, including those with special educational needs are central
- the highest achievement for all pupils, including those with special educational needs is paramount
- the focus of all our work will be one of early intervention and support
- all funding for pupils with special educational needs will be allocated on a fair, equitable and transparent basis

Technology

Children have the opportunity to digitally create compositions using ipads and garage band

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