

YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

MUSIC POLICY

What is music?

Music is the way that sound is organised for expressive purposes. It is unique because it can communicate directly with people. For this reason, in Creigiau Primary School, we believe that music is fundamental for the cultural, social, artistic and creative needs of individuals and society.

Why teach music?

- ❖ Music has an important contribution to make to the education of every child, fostering creative and expressive skills and promoting aesthetic and cultural awareness.
- ❖ As most music in class is a co-operative activity, it plays an important and significant part in developing children's social skill and awareness.
- ❖ It's social and therefore FOR EVERYONE. As music is an expression or reflection of personal creativity, it is accessible to all children, irrespective of their ability, social or cultural background.
- ❖ It is one of the foundation subjects of the National Curriculum 2000, Curriculum 2008 and an essential aspect to develop creativity and communication in the Foundation Phase Curriculum.

The aims of teaching music at Creigiau Primary School

- ❖ To provide opportunities where children can apply key skills to enhance their understanding of Musical concepts.
- ❖ To use appropriate musical vocabulary to communicate ideas.
- ❖ To foster the sensitivity of children to music, and their understanding and enjoyment of the subject through active participation in APPRAISING, COMPOSING and PERFORMING.
- ❖ To foster children's self-esteem in accomplishment, both individually and in a group.
- ❖ To nurture the following transferable skills and characteristics in the children:

- appreciation and recognition of aesthetic differences.
- listening skills and sensitivity to sounds.
- imagination, inventiveness, exploration and creativity.
- intellectual and artistic skills
- the ability to execute the process of creating, refining and presenting a standard piece of work successfully
- communication skills (verbal and non-verbal)
- social skills - leadership, co-operation, tolerance and self-confidence
- self-motivation, self-discipline, self analysis and self-evaluation.

Guidelines for delivering Music in Creigiau Primary School

- ❖ Throughout the Foundation Phase and Key Stages 1 and 2, it is beneficial where possible, to teach music as an integral part of a theme which is being studied.
- ❖ The needs of individual pupils must be met whatever their cultural background, their gender or their mental and physical ability.
- ❖ The teacher should be aware of the abilities rather than the disabilities of children with special needs and enable every pupil to progress according to his/her own pace to experience success.
- ❖ Most Music lessons will be appropriate for all children with the teacher differentiating as necessary for those children with specific needs. However, a pupil whose difficulties are severe or complex may need to be supported by a T.A in addition to appropriately differentiated tasks given by the teacher.
- ❖ The teacher must also be aware of those children who are especially gifted musically. It is important to recognise those pupils and to challenge and motivate them with differentiated work.
- ❖ Every child should experience music from a variety of cultures.
- ❖ No child should be denied access to any aspect of the Music Curriculum.
- ❖ Music has an important role in the culture and traditions of Wales and pupils should experience Welsh music as performers and listeners.
- ❖ Every child should have the opportunity to perform before different audiences e.g. assemblies.

The Music Curriculum

Music is to be taught and developed through

- Performing
- Composing
- Appraising

Performing: where the children are given opportunities to develop their vocal and instrumental skills.

Composing: where the children are given opportunities to explore the sounds of a variety of instruments, arrange sounds, respond to stimuli and develop, refine and store their work.

Appraising: where the children are given opportunities to listen, discuss and evaluate a variety of music including their own and of others.

In presenting the Music Curriculum, all three programmes of study mentioned above, should be integrated so that one reinforces the other. The teaching would be incomplete if the three programmes were isolated. In delivering the programmes of study, the children should be encouraged to concentrate on the musical elements - PITCH, DURATION, TEMPO or PACE, TIMBRE, TEXTURE, DYNAMICS, STRUCTURE and SILENCE.

Developing thinking, communication, ICT through music

- ❖ Pupils develop their thinking skills through the process of planning, developing and reflecting. In music, learners plan, develop, and reflect both over time and during live music-making e.g. pupils choose suitable resources for performing and composing, create and develop musical ideas, evaluate their own and others' music and reflect on their methods of working.
- ❖ Pupils develop their communication skills in music through performing and composing, and develop and apply the skills of speaking and listening through appraising their own and others' work.

- ❖ Pupils develop and apply their ICT skills in music by using music technology to explore, create, develop and realise musical ideas.

Differentiation

Music is broad and "open-ended" and most lessons are appropriate for all children, focusing on what makes children similar and equal.

Differentiation therefore, is mainly achieved by outcome. This is made easier by ensuring that the task is broad enough and therefore provides an opportunity for every child to work on his/her own level.

(See also **Guidelines for delivering Music in Creigiau Primary School**)

Assessment

Assessment in Music during the term is ongoing and formative with a variety of strategies used such as observation, discussion, marking and questioning. Assessment for Learning (AFL) also encourages children to be more involved in their learning in Music.

Some summative judgement should be made on a child's attainment at the end of every year.

Eirian Dyfri Evans (20.11.09)