



Talavera Junior School
Policy for Music

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Signed: _____ F.Mead (Policy Owner)

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Talavera Junior School
Music Policy.

Rationale

At Talavera, we believe children should be able to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Children will have the opportunity to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They will develop their ability to compose music for a range of purposes using the dimensions of music, use and understand staff and other musical notations, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and have an understanding about the history of music.

Aims

We aim that music teaching at Talavera will enable children to.:

- Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor. Extend to raga, chromatic, modes and how they influence music (Pitch)
- Identify and understand more complex rhythm patterns metres including counting in 8 and 6 and possibly 5 and 7 (Duration)
- Understand how a wide range of dynamics can be used precisely and manipulated for the expressive effect (Dynamics)
- Understand how a wide range of tempi can be used and manipulated for expressive effect. (Tempo)
- Identify voices/instruments with families and their role in a wider range of ensembles: refine use of voices and percussion instruments with intended impact (Timbre)
- Use a range of harmonic devices with greater awareness and understanding in different musical contexts. (Texture)
- Use a broad range of developmental structures. (E. G. ABA, rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif (Structure)

Music should be seen as a vehicle for building children's self-esteem and confidence.

Practice

Teaching and Learning:

Children should be given the opportunity to:

- ~Perform as an individual or in a group for a variety of audiences
- ~Compose from a variety of stimuli (e.g. recorded music, pictures, live music, stories, objects, environmental sounds etc) using appropriate musical notation
- ~ Experience and interpret recorded music that covers a range of styles, cultures and time periods.
- ~Talk about what they have heard objectively and subjectively
- ~Sing a range of songs from different styles, cultures and times
- ~Play a range of percussion instruments as well as tuned instruments
- ~Bi - weekly, children attend music assemblies where they learnt the key components to singing: breathing techniques, posture, diction, rhythm and melody. They will also explore singing in parts, unison and harmonies. This gives our children the opportunity to be exposed to new music. Every assembly is accompanied by music across the ages which enables children to gain a appreciation of different genres.

Curriculum and Organisation:

~ICT should be used to enhance composition, evaluate performances, notate own work and to research musical instruments, sounds and styles

Children in Year 4 are involved in the Listen2Me music service and engage in units involving voice and a range of musical instruments.

Children are also exposed to a range of musical styles during assemblies, where themes, composers and styles are also discussed.

Extra-Curricular Activities

All children are given the opportunity to sing with the school choir, learn the guitar and other musical instruments when resources allow.

Equal Opportunities

- ~All children are given the same opportunities to participate in music.
- ~Children with special educational needs are encouraged to build on their skills, by working on differentiated tasks.
- ~Children who learn a musical instrument are encouraged to use their skills in class music lessons (e.g. playing their own instruments in group work) as well as showcase their skills to the rest of the school
- ~ Children who play an instrument will have an opportunity to perform in an annual showcase to demonstrate their abilities.
- ~ All children's musical achievements will be showcased on our achievements board to celebrate their hard work.

Assessment, Recording and Reporting

In order to inform planning, staff should:

- ~Record compositions and performances
- ~Store any written work, with any evaluations, in their Topic books.

Resources

- ~Musical instruments to be stored in music cupboard, in their labelled place

~CDs are stored in the music cupboard and in the music leader's classroom and are accessible to all.

~Class CD players are stored in classrooms and shared as required.

Health and Safety

~Instruments to be handled, played, carried and stored safely as demonstrated by the class teacher

~Broken instruments to be reported to the Music Manager

~Curriculum Manager to check instruments regularly and repair if possible/necessary.

The curriculum leader/class teacher will invite parents and governors to concerts and performances. They will also organise outside music agencies and meet with teachers regularly to monitor progress.

Francesca Mead

Music Lead

Review date: October 2023

Signed: _____ **(Chair of Governors)** **Date:** _____