



# HOLY FAMILY PRIMARY AND NURSERY SCHOOL

## MUSIC POLICY

### DEFINITION OF MUSIC

We believe that music is concerned with listening and communicating ideas and feelings through the medium of sound. That allows children to express and share their thoughts, ideas and feelings with confidence.

The greater the encouragement to express themselves freely through music, the greater likelihood there is that children's individuality and creativity will blossom.

### AIMS

The fundamental aim of the music curriculum in this school is to develop pupils' musical ability and creativity. We aim to foster skills and attitudes in music, which will enable the children to use and to understand music as a medium of expression and communication which can bring enjoyment and fulfilment. We aim to provide opportunities so that children can be imaginative and creative. This will develop pupils' composing, performing and listening skills and support the continued development of their self-esteem, communication and social skills.

### OUTCOMES

Our music policy will ensure that our pupils:

- Are able to enjoy music
- Are able to compose and perform in line with their ability
- Are able to listen effectively to music
- Are able to work effectively as a member of a team
- Have enhanced self esteem

### LEARNING AND TEACHING STYLES

1. **Developing a positive attitude.** Pupils will develop a positive attitude by having opportunities to succeed through:
  - setting realistic targets for the individual child,
  - developing interesting and stimulating activities,
  - providing opportunities for children to work collaboratively and independently in an enjoyable environment.
  - provide opportunities to participate in public arenas e.g. shows, assemblies, local and regional competitions, religious services etc.
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2. **Fostering Personal, Social and Emotional Development**
  - Feel secure and have a sense of well-being
  - See an adult taking time to listen to them



- Be independent,
- Be self aware of personal attributes
- Make choices
- Learn to co-operate, take turns and share
- Persevere with activities
- Work with a variety of materials such as wood, metal, plastic percussion/ ball/ bean bag etc
- Experience the exhilaration of exuberant play
- Explore their feelings and emotions, eg. Through rhymes, songs, responding to music

### **3. Fostering Mutual Understanding**

Create Opportunities for the development of:

- Relationships with friends
- Responsibilities for self and others e.g. respecting their own and others' play
- Responding appropriately to situations
- Similarities and differences between groups of people

### **4. Developing musical knowledge, skills and understanding.**

The skills, understanding and attitudes to be developed are:

- listening
- communicating
- sharing (thoughts and ideas)
- aesthetic appreciation
- creativity
- commitment
- Self-confidence.

### **5. Using Musical Language**

- a. Give pupils opportunities to become familiar with musical language and musical terms. These opportunities will include:
  - Studying elements of musical terms in relation to dynamics, tempo, rhythm, pulse, timbre, texture and musical structure.
  - Listening to and discussing music they hear and create.
  - Thinking about and discussing their songs and accompaniments.
  - Familiarising themselves with the sounds of some common instruments and combinations of instruments.
  - Discussions on how the elements of music are used in pieces from different periods, styles and cultures.
- b. Encourage discussions about their work and each others work.

### **6. Developing pupils' ability to think creatively.**

Pupils will be given opportunities to respond musically across the range of the curricular areas and cross curricular themes in a creative manner. These opportunities will include:

- Creating short sound stories, pictures and pieces which explore and combine the musical elements.



- Explore rhythm and pitch to create short musical patterns and accompaniments.
- Imitate and answer rhythmic and melodic patterns.
- Record and interpret patterns of sound using notation.
- Sing a variety of songs based on various themes in unison and parts with control and confidence.
- Play a wide range of instruments with interpretation both by ear and from notation.
- Respond imaginatively to many kinds of music.

## **7. Thinking Skills and Personal Capabilities**

### **a. Managing Information (MI)**

Examples where this will be developed through your BF MPL lesson:

- Children asking questions and responding
- Following directions in relation to a task
- Beginning to plan what they should do
- Communicating with a sense of purpose. "I like this song because.."; "I choose this instrument because"..

### **b. Thinking, Problem Solving, Decision Making (T, PS, DM)**

Examples in your lesson:

- Children being able to memorise by recall (rhymes, songs) restructuring (eg demonstrating actions to complement the rhyme or song)
- Observing and talking about what they notice eg ( the pitch sounds 'high' or 'low'; quiet/ loud; fast/ slow
- Identifying and naming objects.
- Giving reasons and opinions.
- Asking different types of questions.

### **c. Being Creative (BC)**

Examples in your lesson:

- Children being curious and asking questions, using all their senses eg. Touching, feeling
- Playing for pleasure eg. Children participating for pure enjoyment
- Showing excitement, enjoyment and surprise in the experiences

### **d. Working With Others (WVO)**

Examples in your lesson;

- Being willing to join in
- Listening actively and sharing opinions
- Taking turns, sharing and cooperating
- Giving and responding to feedback
- Understanding how actions and words affect others
- Adapting behaviour and language to suit the group situation
- Taking personal responsibility for work with others and evaluating their contribution to the group
- Being fair
- Reaching agreements using negotiation and compromise
- Suggesting ways of improving their approach to working collaboratively

### **e. Self Management (SM)**

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- Communicating so that they put what they say into language that they understand and is understood!
- Concentrating, keeping attention and persisting with tasks
- Having a go at activities/ situations that they may feel less confident about
- Making choices
- Asking a friend or adult for help instead of crying or throwing a tantrum!

### **CROSS CURRICULAR THEMES**

Holy Family Primary and Nursery School values music as an important subject in its own right, as well as its contribution to other areas of the curriculum e.g. numeracy, literacy, World Around Us, P.E., Drama, art and religion. Music will contribute to the delivery of all curricular areas and cross-curricular themes in an integrated manner.

### **DYSLEXIC FRIENDLY APPROACHES**

As a school and a staff, we recognise the specific challenges that dyslexic pupils encounter when trying to access the curriculum. In order to ensure that such pupils have the best learning opportunities as possible, we will at all times endeavour to implement strategies that will facilitate this access. The strategies that we will implement will include some of the following:

- WALT is displayed and discussed at the beginning of lessons
- The classroom environment is airy, well lit, well organised and movement is minimised as much as possible
- There will be consistent links to previous lessons
- Sufficient work space will be created for all pupils
- Multi-sensory approaches will be utilised during lessons
- Collaborative working will be encouraged ( study buddies)
- Dyslexic pupils will be given clear and singular instruction
- Dyslexic pupils will not be required to multi -task
- All lessons will be logical in nature and regularly linked to previous learning points
- Visual aids, colour and preferential seating arrangements will be utilised
- Additional time will be available to dyslexic pupils for task completion
- Feedback will be positive and constructive
- Plenary sessions will be held at the conclusion of lessons

### **CONTINUITY AND PROGRESSION**

Continuity and progression will be ensured by the music co-ordinator, supported by staff:

- Adhering to the school scheme,
- Covering the topics and skills assigned to each particular year group
- Developing and reinforcing musical skills and by increasing the range and depth of the pupils' knowledge and understanding of all musical terms as pupils progress through the school.
- Monitoring the children's recorder skills eg children participating in the school recorder competition.



- Participating fully and proactively in all ongoing curriculum and professional development pertaining to music and learning/teaching.

## **DIFFERENTIATION**

Differentiation will be catered for by ensuring children receive constant, positive reinforcement, simplified task breakdowns, simplified communications and consideration for their individual attention span. Tasks will be well planned and flexible grouping will allow active participation by all pupils. Accordingly, all pupils will have access to the same broad and relevant curriculum but with a different emphasis and pace being provided to facilitate the range of ability groups.

## **ASSESSMENT**

The children will be informally assessed on a continual basis using teacher observation and child performance.

## **ROLE OF PARENT**

Parents will play an important role in their child's musical development, encouraging and supporting their child when practising their instrument and ensuring their child has the correct equipment to participate fully in the music lessons.

In addition, parents will be encouraged to support their child's music development by ensuring that they attend all musical activities and events promptly.

## **HOMEWORK**

Recorder work will be given for homework on a regular basis with the purpose of reinforcing concepts, skills and understanding. Recorder work will commence in P4 for all pupils. In addition, in preparation for specific performances all pupils may be required to prepare actions, songs or dialogue for homework.

## **CO-ORDINATING OUR PROGRAMME**

The music co-ordinator will be responsible for developing this area of study throughout the school. The co-ordinator will plan and deliver the music work with each year group, thereby ensuring consistency and progression. The co-ordinator will have responsibility for providing or organising in-service training related to music. In addition we will also utilise the expertise of other members of staff who will assist with the delivery of the scheme within their specific year group.

The co-ordinator will also monitor and evaluate the implementation of the music scheme of work.

## **RESOURCES**

Resources will be catalogued and updated annually and will be managed by the music co-ordinator. Each teacher will have an inventory of all instruments, tapes, CD's, books etc. available in the school. This equipment will be centrally stored and can be borrowed at any time.



### **EXTRA CURRICULAR ACTIVITIES**

All children will participate at some stage in a school show i.e. at Christmas, Summer, assembly etc. Children will also participate in various public arenas for enjoyment and competition e.g. local Feiseanna, Church, fundraising events etc. String and woodwind tuition is also available to a limited number of children. This is provided by W.E.L.B. peripatetic staff. Flute tuition will also be provided through the Extended Schools Programme.

### **REVIEW**

This policy will be reviewed regularly by the music co-ordinator in consultation with the principal and staff. The next review date will be May 2012.

