



2.15

Music Policy

Rationale

Children live in a world where silence is rare, surrounded by the sounds of technology and the organised patterns of sound and silence, of which music is a part.

The study and performance of music can provide an important means of understanding and making sense of the complex sounds around us, developing and deepening awareness and appreciation of the world in which we live.

Music education provides opportunities for disciplined participation in enjoyable and expressive activities. It develops a pupil intellectually, emotionally, creatively, socially, physically and culturally, enhancing all areas of the curriculum. It is therefore an ideal vehicle for promoting personal development, raising self-esteem and encouraging appraisal skills in a creative and supportive environment. It also provides opportunities for a shared response which can contribute to the life of the whole school community.

Aims

- Plan, develop and deliver a music curriculum based on the National Curriculum which will ensure the entitlement of each child to experience, explore, understand and enjoy music.
- Foster children's sensitivity to music through an active involvement in listening and appraising, composing and performing.
- Raise children's awareness of the importance of music in a variety of cultures, and of their own musical heritage and traditions.
- Develop understanding of the main elements of music: pitch, pulse, and rhythm, pace, texture, timbre, dynamics and structure.
- Develop skills in identifying, responding to and communicating knowledge and understanding of the elements of music.
- Provide the resources for children to develop skills in performing and composing
- To provide a variety of live and recorded experiences through which the skills of listening and appraising can be extended.
- To enhance and enrich experiences in other curriculum areas.
- To ensure that the music curriculum is a valued part of the whole curriculum.

Guidelines

- Children will be given opportunities to sing and play individually and in a variety of groups.
- Children will have opportunities to play a range of pitched and non-pitched instruments, to compose in response to a variety of stimuli and for a variety of purposes.
- Children will have opportunities to record and refine their compositions, and to perform to an audience.
- Children will be introduced to the use of musical symbols, and to finding ways to communicate their own musical ideas.
- Children will be encouraged to respond to music in a variety of ways, including movement, art, discussion and writing.
- Children will be encouraged to develop an appropriate musical vocabulary to describe music they have heard and made.
- Children will be given opportunities to listen to a range of live and recorded music, in a variety of styles and forms, from different times and places.
- Support will be given for children who receive extra-curricular, group or individual tuition. We will provide suitable accommodation and appropriate timetables for their lessons. Opportunities for performance will be provided when appropriate.
- The equal opportunities policy of the school will be adhered to, in order to provide equal access and entitlement to the music curriculum, whilst recognising the individual needs of the children

Continuity and Progression

Continuity and progression will be ensured by the organising and structuring of experiences based on the Music Express scheme, which follows current National Curriculum guidelines. Every effort will be made to enable pupils to achieve expectations with confidence, independence and ownership at the appropriate end of Key Stage level.

This policy was adopted by	Silverhill School
Date	January 2018
Review Date	January 2019
Name of signatory	Jenifer Capper
Role of signatory	Head Mistress