

Music Policy

2024



Date	Policy Reviewed	Policy Amended	Added to Website
Sept. 2017	Sept. 2018	Sept. 2018	Sept. 2018
	Nov. 2019	Nov. 2019	Nov. 2019
	Nov. 2020	Nov. 2020	Nov. 2020
	Oct. 2021	Oct. 2021	Oct. 2021
	Oct. 2022	Oct. 2022	Oct. 2022
	May 2023	May 2023	May 2023
	June 2024	June 2024	June 2024

Introduction

It is the aim of Victoria Park Primary School to deliver a broad and balanced, developmentally appropriate music curriculum. By following the statutory requirements of Northern Ireland Primary Curriculum, Victoria Park Primary School aspires to provide every child with the opportunity to engage in wide range of musical activities.

Rationale

"Musical activity provides children with the opportunity to explore feelings and express themselves in ways that support or go beyond verbal communication. Music provides a context for developing creativity, self-confidence and self-esteem through the key activities of making and responding to music. Music helps children to learn to listen, to distinguish between sounds and to respond to pulse and rhythm. These are extremely important elements in children's overall development". (CCEA 2007 'The Northern Ireland Curriculum: Primary')

Music has a fundamental role to play in the development of the whole child. All pupils are potentially musical and by engaging in musical activity pupils should develop a range of concepts, attitudes and skills. Being exposed to regular music making activities and being encouraged to respond to music can develop children's aural awareness, self-confidence, self-esteem and creativity. Music contributes to all subject areas of the curriculum and supports the learning taking place by providing opportunities where the children experience a sense of enjoyment.

The music policy for Victoria Park Primary School seeks to fulfil the statutory requirements as outlines in the Northern Ireland Curriculum (2007) in an enjoyable and practical way.

This policy states the following:

1. Aims for teaching music;
2. Planning for music;
3. Opportunities for music;
4. Cross-curricular links to music;
5. Organisation of music;
6. Assessment and evaluation of music teaching;
7. Music resources;
8. Extra-curricular opportunities for music;
9. Equal opportunities;
10. The role of the music co-ordinator;

Aims

In terms of musical education, our aims are to:

1. stimulate enjoyment and provide a feeling of achievement and satisfaction;
2. develop the musical abilities of all children;
3. develop a child's self confidence, self-esteem and independence;
4. involve all pupils in music making and musical thinking;
5. encourage awareness and understanding of other cultures and
6. develop musical skills through: working creatively with sound, singing and performing with instruments and listening and responding to their own and other's music making, as required by the Northern Ireland Curriculum.

At Victoria Park Primary School, music will be used to enhance children's intellectual, emotional, physical, cultural and aesthetic development, thus equipping them for everyday life.

Through Music, we will foster the Social Skills of: respect and appreciation of each other's work; mutual co-operation; interaction with each other; awareness of audience and the ability to derive and give pleasure and enjoyment.

We aim to make music an enjoyable experience by creating a classroom environment where self-confidence, mutual respect and appreciation of a variety of musical styles and genre are encouraged.

Planning for music:

The music curriculum at Victoria Park Primary School is determined by the statutory requirements as set out in The Northern Ireland Primary Curriculum. It outlines experiences and skills which the pupils should have opportunities to gain an understanding of and experience a sense of progression. The statutory requirements are as follows:

FOUNDATION STAGE (Primary 1 and Primary 2)

Pupils should be enabled to:

- Work creatively with sound
- Sing and perform with simple instruments
- Listen and respond to their own and others' music-making

PROGRESSION

As pupils progress through the Foundation Stage they will be given opportunities to:

- be aware of and perform a steady beat;
- distinguish between loud/quiet sounds, high/low sounds, long/short sounds, fast/slow music;
- listen to and repeat simple rhythms;
- make music, for example, by using vocal and body sounds and by tapping, shaking and scraping simple percussion instruments;
- watch and respond to start/stop signals;
- value own and others' contributions in the team aspect of music making and performing

KEY STAGE 1 (Primary 3 and Primary 4)

Pupils will be given opportunities to:

- Work creatively with sound by investigating, experimenting, selecting and combining sounds to express feelings, ideas, mood and atmosphere;
- Sing and perform with simple instruments to develop vocal and manipulative control;
- Listen and respond to their own and others' music-making, thinking and talking about sounds, effects and musical features in music that they create, perform or listen to.

PROGRESSION

As pupils progress through Key Stage 1 they will be given opportunities to:

- perform a steady beat with increasing accuracy;
- distinguish between loud/quiet sounds, high/low sounds, long/short sounds, fast/slow music and identify changes where these are not constant;
- listen to, repeat and create simple rhythms including ostinati;
- make music, for example, by using vocal and body sounds, tuned and untuned percussion instruments. By the end of Key Stage 1 children should be aware that music can be recorded in various ways including graphic scores and by using standard notation;
- watch, respond to and give start/stop signals. Be able to change *tempo* and *dynamics* by responding to a symbol;
- value own and others' contributions in the team aspect of music making and performing. Talk about their own and others' music making with increasing confidence.

KEY STAGE 2 (Primary 5, Primary 6 and Primary 7)

Pupils will be given opportunities to:

- Work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and investigating ways of preserving the music they have created;
- Sing and perform with simple instruments from memory, by ear or notation to develop vocal and instrumental skills;
- Listen and respond to their own and others' music-making, thinking about, talking about and discussing a variety of characteristics within music that they create, perform or listen to.

PROGRESS IN LEARNING

Through experiences of making and responding to music children should develop:

- increasing ability to combine and use the elements of music to express their own ideas and feelings and to create mood, atmosphere and contrast;
- increasing control of the sounds they make when singing (words, expression, breath control and singing in tune) and playing simple percussion instruments (manipulative control);
- increasing awareness and understanding of the ***elements of music*** in relation to:
 - loud sounds, quiet sounds and silence progressing to variations in volume, including increasing/decreasing levels of sound (***dynamics***);
 - fast music and slow music progressing to variations in speed, including getting faster and slower (***tempo/pace***);
 - long sounds and short sounds (***duration***) progressing to patterns of longer and shorter sounds (***rhythm***) over a steady beat, including repeated rhythmic patterns;
 - high sounds and low sounds (***pitch***) progressing to patterns of higher and lower sounds (melodic shape), including repeated melodic patterns;
 - characteristics of the sounds they make and hear progressing to qualities of sounds they make and hear, including the sound characteristics of common musical instruments (***timbre***);
 - single sounds and combined sounds progressing to combinations of sounds (***texture***), including melody and accompaniment.

All teachers are responsible for ensuring that these requirements are being met within their 6 weekly planning. All learning intentions should be taken from the Northern Ireland Curriculum.

Where possible planning should be based upon topics being covered each term and or inspired by the seasons and celebrations.

A scheme of work for music has been written and includes a range of cross-curricular lessons. The scheme of work is based upon the 'Charanga, musical school' approach and complimented with activities inspired by each year group's World Around Us topics. All teachers can ask the music co-ordinator for advice on resources and music lessons.

Opportunities for music

The school uses 'Charanga' Musical School Interactive website for use with the Interactive White Board. The programme ensures development and progression throughout the school as it fully supports the Northern Ireland Music Curriculum. Each teacher has their own login and they are able to select from a broad resource bank to enhance their classroom teaching.

Singing is a fundamental aspect of the culture of Victoria Park Primary School. Collective singing practices take place weekly in Key Stage groups. Pupils frequently sing in key stage assemblies.

These singing skills are further developed for the Harvest, Christmas, Easter and Leavers' services. Traditionally these services are very well supported and unfailingly well attended by parents, friends of the children, former members of staff and governors. During the services pupils are given the opportunity to sing solos, or within a small group, or along with a classes, key stage or the whole school.

Selected classes will have opportunities during their time at Victoria Park Primary to work with the EA Music Service to explore music through the Whole Class Pathways and Musical Pathways programmes.

All pupils are provided with the opportunity to play the recorder from Primary 4-Primary 7.

Every other year P6 and P7 will have the opportunity to participate in a musical production. This allows children to hone their performance skills and perform for a larger audience over two nights.

Cross-curricular links

The staff of Victoria Park Primary School are encouraged to recognise the importance of the contribution of music to the whole curriculum and identify opportunities in music activities for reinforcing the content of other subjects. Where possible, music is interconnected into a programme of topics followed by each class.

The contribution of music to teaching in other curricular areas is laid out as follows:

LANGUAGE AND LITERACY

Music contributes significantly to the teaching of Literacy in Victoria Park Primary School by actively promoting the skills of reading, writing, talking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music should also be used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

MATHEMATICS AND NUMERACY

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes, as well as developing their counting skills. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

ICT

ICT is used in music where appropriate. Children use computer programmes to listen to and compose music. They also use ICT in music to enhance their research skills through the Internet and CD ROMs. Children also listen to music on the Internet and using CDs. The use of the interactive website 'Charanga-musical schools' allows children to apply their ICT skills to their musical learning. Various music technology apps are available on the i-pads within school and children will be given opportunities to experiment with these Apps. In the year 2018/2019 the music co-ordinator worked alongside the ICT coordinator in order to better resource digital music within school. This included staff training on digital composition apps such as GarageBand and Little Fox Music Studio. In the year 2019/2020 the music and ICT co-ordinators worked alongside each other to develop a 'Digital Audio' scheme of work which provides each year group with several activities to support the teaching and learning of this area and ensure an appropriate progression throughout the school. This was due to be rolled out in the year 2020-2021 but due to the Covid-19 pandemic this was not possible. In the year 2021-2022 this scheme of work will be rolled out across the school and the planning will then be evaluated to determine the success of the scheme and then reviewed with these evaluations in mind.

THE WORLD AROUND US

The investigation of the properties of sound in the environment, and sounds made by instruments/body sounds is linked with The World Around Us. Pupils will have opportunities to select materials for making their own musical instruments, and to investigate the different sound textures and timbre of different materials through testing their instruments.

Music will afford the opportunity to listen to and appreciate music from different cultures/countries. Historical song themes will enhance the study of history. Composition can be used to reinforce the concept of the progression of time, such as a 'sound picture' of the activities in a day in a Viking village or a pirate's day on a ship.

THE ARTS

-Art

The investigation, design-making and evaluation of a range of musical instruments may be explored, as will the relationship between tone, colour and texture in the creation of 'sound pictures'.

-Drama

The strong links between music and drama are a ready source of inspiration and are best shown in the Harvest and Leavers' Services. The choice of appropriate pieces of music to accompany drama may be explored.

PHYSICAL EDUCATION

The inclusion of 'Dance' in the PE Programme will be strongly linked with choosing appropriate music to accompany the dance movement. Pupils will use a variety of music within PE.

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING

Songs and instrumental music will be used to reflect the richness and diversity of other cultures. Pupils will be encouraged to co-operate and develop mutual respect for each other's ideas when engaged on group tasks. Music classes will seek to create and maintain a safe, non-threatening environment.

Assessment

Continuity and progression throughout the school is monitored through regular review of the policy and schemes. The music co-ordinator is responsible for the evaluation of half-term planners and will provide feedback on them. Assessment will be informal and based on continuous observation of children's practical activities. Parents will be informed of their child's progress in music at parent meetings and through a written comment on the annual school report. Pupils will be encouraged to self-evaluate and peer assess activities undertaken.

Resources

It is the responsibility of the music co-ordinator to ensure music resources are up to date and in good repair. They are also responsible for ordering and updating music resources annually.

Musical instruments:

- A full music inventory was carried out in June 2024. This should be reviewed annually by the music co-ordinator;
- There is 1 music trolley in school which contain tuned and untuned percussion are stored centrally in the P6/7 resource area. Each class from P1-P3 have a classroom box of percussion instruments. P1-P3 tuned percussion is stored centrally in P1/2 resource area. All instruments can be accessed by teachers at any stage;

- All children from P4-P7 are assigned their own recorder. Each child will purchase a recorder in P4 and these recorders follow the children through the school. **Recorders should not be given home at the end of the year; instead they should be passed on to the next teacher.** If a new child joins the school after P4 then they will have to purchase a recorder;
- There are 2 upright pianos in school (one in the assembly hall and the other in the Sydenham room). The music co-ordinator should ensure that these are tuned regularly and kept in good condition. There is also an electronic keyboard and case (stored in the Stage Store) and various music stands (Sydenham Room/ Stage Store);
- Most classrooms have access to a CD player or have the use of an Interactive Whiteboard to play music from CDs;
- Glockenspiels and various other tuned percussion instruments are stored in Room 10 (KS2) and beginner glockenspiels are stored in the P3/4 resource area store (P1-3).

Music books:

- The school is fortunate to have a large range of songbooks to support the teaching of music within school. These are found in the individual classes where they are used, and an additional copy can be found in the music co-ordinator's store along with additional print resources which can be accessed by any member of staff;
- Recorder books are stored centrally (P4/P5 Recorder Magic 1- Room 10 store, Interactive CD-Rom Room 10 store, P6/7 recorder books in KS2 store). It is the responsibility of all staff who use these books to return them to the appropriate place and to inform the music co-ordinator if the books are in bad repair or have gone missing.

Charanga:

- It is a great privilege to be able to have access to the range of listening, performing and composing resources on Charanga through our yearly subscription.
- All teachers have individual login codes to access the resources. The coordinator must ensure this access remains up to date through adding and removing staff as needed. The music coordinator should remain familiar with updates to the software and disseminate knowledge as required.
- The music coordinator is responsible for ensuring the subscription remains up to date by informing the school office when the invoice is due.

Extra-curricular opportunities for Music

- After school choir (P4-P7)- organised and led by music co-ordinator;
- School orchestra and instrumental ensemble groups- organised and led by music co-ordinator;
- School musicals are held bi-annually and children in P6 and P7 can participate in the performance with P4 and P5 choir members supporting the chorus;
- Peripatetic music tuition:

Violin- P3-P7 (School of Music Tutor)
Guitar- P4-P7 (Private Tutor)
Brass- P4 and P5 (School of Music Tutor)
Woodwind- P4-P7 (School of Music Tutor).

Equal Opportunities

In Victoria Park Primary School our ethos is that music is accessible to all. We recognise that many children have Special Educational Needs ranging from learning difficulties to those children with an exceptional talent. Music lessons are differentiated to suit each child's ability and children from all cultural backgrounds and genders are able to access the music curriculum. Peripatetic music tuition is significantly subsidised within the school budget to enable as many pupils as possible to participate. Choir is an open club, requiring no audition, following our ethos that music is accessible to all.

The Role of the Music Co-ordinator

The music policy is monitored and reviewed by the Music Co-ordinator regularly.

The role of the music co-ordinator is as follows:

1. Co-ordinating music for P1-P7;
2. Dissemination of relevant information to staff and or pupils;
3. Monitoring and evaluating children's work, progression and whole school planning of music;
4. Co-ordinating staff meetings;
5. Advising the Principal and SMT of requisition needs;
6. Representing the school at area meetings;
7. Maintaining and updating resources for music;
8. Liaising with the school of music, private tutors and office staff to organise instrumental timetables;
9. Leading hymn practices;
10. Leading choir and other musical ensembles within school;
11. Assisting the VP, Drama, Art and R.E. co-ordinators in organising and preparing special musical events and productions;
12. Managing and organising participation of musical groups in local festivals, competitions or external special events.