

Policy Statement for Music

Aims

Music is an audio-visual language that builds upon the following 3 skills- appreciation, performing and creating (improvising and composing). By understanding these skills, musicians can use them to express themselves- from displaying their understanding of musical elements (*tempo, dynamics, rhythm, duration, pitch, structure, timbre, texture and mood*) used in a piece of music; performing with accuracy, enthusiasm and confidence in front of an audience, be it a rendition of an existing piece, either vocal or instrumental, or their own composition, using subject specific vocabulary.

These skills are introduced in Reception and developed up to Year 6 and beyond, with constant revisiting and sequenced progression in place to ensure that they are embedded in order to allow the children to understand the musical elements more fluently, in order to be able to either talk about or perform with increasing confidence, flair and a sense of performance and purpose.

The children are introduced to a wide variety of musical genres- from the history of western music to folk and world music, jazz and contemporary popular music, both well established and more recent examples.

Objectives

Using the 3 main skills, appreciation, performing and composing, along with the introduction and progressive development of the musical elements within each skill, the overall objective is to nurture a love of music that will hopefully stay with the children throughout their time at the school and beyond, with the hope that some of them will want to consider pursuing a more serious interest in the subject in the future. This may display itself by joining a church or youth choir, local brass band or orchestra, pop or jazz band.

The Fermor Four in Music

<u>Relevance</u> Students should be able to explain what they have learned in their lessons in music and relate it to the topic they are based on and other subject disciplines, such as English, History and Geography.	<u>Engagement</u> Students should be ready to listen and learn in lessons, participating with enthusiasm, increasing confidence and understanding. They can do this by answering and asking questions related to our appreciation work, joining in with the performing activities, both vocal and instrumental, and creating pieces based upon the skills being taught, whilst all of the time striving to improve the standard of their work.
<u>Questioning</u> Students should continually be asking questions throughout their music lessons, particularly in relation to performing and compositional techniques, reading of notations and enquiring as to the context for certain works having been composed, in order to further improve the standard of their performances and compositions and awareness of the development of vocal and instrumental ensembles and the musical eras.	<u>Articulate</u> As students are introduced to relevant musical vocabulary related to the different elements of music, they should be able to articulate their awareness and understanding of these terms in all aspects of the 3 areas of the curriculum (appreciation, performing and composing).

Methodology

Different approaches are used to maintain good participation, focus and concentration from all the children and to achieve the best results. These range from using a variety of activities, either to start a lesson, such as an informal warm up task or getting them to appreciate a piece of relevant music in detail, using a partner for discussion, to putting children into different groups to help promote class interaction. Offering house points / silver cards acts as incentives when asked to perform in class and helps keep them focussed on a task and maintains enthusiasm. Bitesizing the lessons, with the opportunity for a brief plenary or need for clarification helps break up a longer task too. Using the hall

adjacent to the music room is another strategy, particularly for movement activities or getting a year group together when learning a song for worships or productions. When adding instruments to accompany songs or to sample playing melodic ones, varying how children are chosen is another way of maintaining their concentration, with regular reminders as to the need to take care of the resources, helps them to respect the equipment.

The opportunity to reflect by evaluating and editing is provided, finding ways to further improve their performances or compositions through a change of tempo, key signature, dynamics, structure, timbre or texture. Also, exploring how listening to music can create a particular change of mood, depending upon one's emotions and well-being at a certain time of the day.

Differentiation

Whilst the highest expectations always aimed for, due to the nature of the subject and the skills involved, particularly in regard to the manipulation and expertise on a particular instrument, differentiated tasks are set, where necessary or relevant, to allow children to succeed at their realistic and appropriate levels, both to allow further support or to extend the opportunities to reveal a more mature and fluent understanding of the subject skills.

These are manifested in several ways- from needing support in understanding the meaning of the use of musical elements to hearing the confident explanation of how these are used in the listening and appreciation work using subject specific vocabulary; simplifying the amount of a piece needed to be learnt when performing to encouraging solos of a piece in front of the class or demonstrating a child's individual ability on an instrument such as the keyboard or guitar or drums; or offering extra support when writing down creative ideas in composing work or allowing existing knowledge of staff notation to be used to encouraging children to display leadership qualities, by volunteering to be the conductor or leader of a small group working together.

Vocabulary

"Music has a language of its own," depending upon whether specific subject vocabulary words (often Italian), are needed to describe the following: the speed or volume of music; duration of notes and rhythmic patterns; time signatures and key signatures; the structure of a piece or its mood, whether it be to do with compositions, performances or when appreciating music. A display of the most important ones is displayed in the music room.

Assessment and Record Keeping

Using music assessment criteria, a copy of which is inserted in their music folders and on display in the music room, performances of pieces, both vocal and instrumental, including those of compositions, are assessed by the teacher. These are achieved either by listening to the children one by one or through written questions in the form of a worksheet. Plans to use audio-visual equipment is to be incorporated in the future. The criteria are discussed with the children prior to the assessment taking place, in order for them to know what is being assessed and what is needed to achieve the best grade. At the end of the year, each child is given an assessment grade, both for Achievement and Effort, using the following grades (WT, WA, WB) in line with other subjects.

As for evidence of what the children are learning in class music, a black folder is provided for all the children in Years 1-6, in which any written work, copies of music, words of songs or information, are inserted. Similarly, any composition scores and workings towards a final composition to show the process as well are included. At the start of this folder, a Music CV sheet can be found, allowing each child to record their participation and involvement in the musical life of the school, as well as their own musical interests and potential choices to want to learn an instrument for the future. These are updated at the start of terms 1, 3 and 5.

Extra-curricular Opportunities

We presently have a KS2 choir, and from January 2024, an orchestra at Fermor, to which every child in KS2 is eligible to join, even though the orchestra may need a minimum requirement of tuition prior to joining it, both of which rehearse after school for an hour. As well as learning a variety of pieces, attention to correct singing/playing technique and posture is taught as well as "working as a team, using a singing voice and balance between parts. They are prepared for performances throughout the year, such as at the Christmas and Summer Fairs, as well as the more formal Summer Concert, where they, along with individuals taking lessons and possible year group items showcasing their talents on such instruments as the recorder, ukulele and keyboards, will perform to the parents.

In the past, the choir has been invited to perform at the Royal Albert Hall and with the famous African Children's Choir. Other occasions have included singing at local Nursing homes at Christmas and at the Crowborough Civic Carol Concert. Plans to perform at the Big Sing in Brighton and the Young Voices event in one of the London Arenas will be pursued in the future.

We are also looking into organising joint musical workshops in collaboration with other primary schools, to share the joy of live performing, as well as attending choral and instrumental workshops hosted by Senior schools or collaborating with them in a joint music venture.

To support the class music, we are fortunate to have visiting music teachers from the East Sussex Music Service, Red Butler Music Company and iRock, all of whom provide a professional service in the teaching of the following instruments: flute, clarinet, violin, guitar, keyboard, drums and ukulele. We are also able to provide teachers for the trumpet and singing. To start lessons, there are several options. You can either talk to the school, who can pass on a child's details to them, or you can contact these agencies directly. We are happy to provide you with their website details. The cost of lessons varies, depending upon how long they are and whether you opt for individual or group lessons. Each organisation will explain the rates. In some cases, there may be a discount, which you will need to ask about, if your circumstances allow. We offer the opportunity, for those children that are ready to perform at school workshops, allowing them to demonstrate their music ability in front of a live audience. Both external organisations do run promotional demonstrations at the school, in order to gain more pupils, and in some cases we invite the teachers to come and perform with us at the Summer Concert, depending upon their availability.

In class music, all the children are regularly given the opportunity to sample what it looks and feels like to play the instruments mentioned, when we allow the children to play them in connection with the audio-visual clips selected in any listening and appreciation work to do with our termly topics.

Cross-curricular links

To express feelings, moods and the performance and composition of music, words are needed. As a result, there are obvious links with English, such as creating lyrics for vocal compositions such as raps and song writing. Equally, being able to explain how to perform a piece to their peers or teacher, using words, is required. When reading staff notation, the ability to count the duration of notes is essential, thus a link with Maths. Similarly, the ability to draw instruments, musical symbols or sound score graphic notation symbols links to Art. Knowing when certain pieces of music were written and put in the context of important historical events, people and periods, as well as the reason and purpose of the composition, links to History. Also, the location of existing compositions that describe a person, building, place or location connects with Geography. As for the vocabulary, as mentioned previously, mostly Italian, sometimes French or German, instructions in following staff notation extend the children's understanding of other languages, such as Latin.

Displays

Using the music room, there are appropriate and relevant displays on the walls, all of which are used to stimulate the interest of the children in the subject. These range from images of composers and performers to key subject vocabulary in connection with the elements of music. Also, the list of those already having individual/group music lessons as a way of celebrating them and to hopefully encourage others to start.

Website

The Music page, under Curriculum, on the school's website is used to display what the different year groups have been achieving in their class music lessons, from Reception to Year 6. You will find a selection of children playing the various instruments, already mentioned, that are related to the termly topics. It also celebrates the choir's appearances in the wider community, with the hope that we can add more exciting experiences in the future as a way of celebrating live music at Fermor. It also details an outline of the titles of work that each year group will be following in line with the overall topics being taught across the school.

Health and Safety

Every effort is made to make the music room, and anywhere else where music is heard or performed, a safe environment. This includes well-ventilated areas, regular cleaning and maintenance of instruments used. Batteries are used to operate the keyboards, rather than adapters, to prevent any trip hazards and are changed regularly to avoid any battery leakage for example. Risk assessments are created to ensure the safety of children and adults whenever going off site to perform and emergency contact details are securely stored in case of late pickups after the extra-curricular

rehearsals. A strict no photo or videoing policy is adhered to concerning particular children too. Sensible and safe entry and exit into the music room is expected and monitored, particularly as there is equipment in use, to prevent any accidents occurring. The acquisition of roller blinds on the windows facing the outside of the school and onto the main road is to be looked into, as part of the school's Critical Incident Policy, in order to offer further protection against potential danger to the children if an intruder were to try to gain access to the school using those windows, particularly as they face the main road.

Inclusion

In order for this policy to work and be credible, all children are given the same access and opportunities to participate in all activities set, regardless of their background or previous musical experiences, whilst being aware of individual physical and SEND needs, for which suitable activities will be provided, if required. Equally, allowing Pupils' voices, in the form of suggestions for related topic songs or repertoire to learn in choir and other extra-curricular ensembles is encouraged, so as to allow them to feel involved in the decision process, where appropriate.

Links

Reference to the new Model Primary Music Curriculum document for further and more detailed explanation of music teaching is available. Music Action Plans and Subject Budget requests have been produced to make all teachers aware of the main objectives and future plans to expand music provision at the school, with the aim of making Fermor a place of musical excellence.