



BALLYORAN PRIMARY SCHOOL

Music Policy

January 2022

Why we teach Music

Music is a unique way of communicating, which can inspire and motivate children. Music is a vehicle for personal expression and it can play an important part in the personal development of individuals. Music reflects the culture and society in which we live, hence, the teaching and learning of music enables children to better understand the world they live in.

Ballyoran Primary School aspires to the teaching of a balanced and broadly based curriculum to promote the cultural, physical, emotional, aesthetic and intellectual development of all pupils. We provide opportunities for children to create, play, perform and enjoy music.

The active involvement of pupils in the three components: composing, performing and listening activities provides stimulation and enjoyment; where they can relate in a meaningful way to the world of sound and the way in which it is used for expressive purposes. These activities can then extend to the wider community and into adult life, thus laying the foundation for greatly enriched leisure pursuits.

Aims for Music

By engaging in musical activity, pupils should develop a range of concepts, attitudes and skills that constitute musical thought and behaviour. Our aim is to develop all of these in this school:

- *Listening/Appraising skills* - involving concentrated listening, aural discrimination and memory.
- *Performing skills* - involving mental and physical co-ordination, verbal and non-verbal communication, self - discipline and memory.
- *Composing skills* - involving - using imagination, problem solving, verbal and non-verbal communication and memory.

Through music, pupils should also develop social skills, self-motivation, self-confidence and enhanced powers of concentration.

Learning Objectives for Music

Learning Objectives for Foundation Stage & Key Stage 1

- Pupils will explore and investigate the range of sounds available within the classroom.
- They will have opportunities to use the sounds they discover, and those they make using simple instruments, in imaginative and creative ways.
- They will have opportunities to play musical games, to sing and to use simple classroom instruments to accompany singing.
- Pupils will listen carefully to, and think and talk about, the kinds of sounds they create and those they hear within and beyond the classroom.
- They will have opportunities to hear a variety of short pieces of music and to respond imaginatively and in ways, which develop their verbal and non-verbal communication skills.

Pupils' experiences of making and responding to music will, over the duration of the key stage, enable them to develop an understanding of the elements of music in relation to:

- loud sounds, quiet sounds and silence (dynamics),
- fast music and slow music (tempo/pace),
- long sounds and short sounds (duration)
- high sounds and low sounds (pitch),
- the characteristics of the sounds they make and hear (timbre),
- single sounds and combined sounds (texture),

and an awareness of:

- pulse and rhythm,
- repeated patterns in music,
- contrast,
- increasing control of the sounds they make when singing, playing and using sound imaginatively and creatively.

Learning Objectives for Key Stage 2

Pupils will have opportunities to explore an extended range of sounds in order to create their own music and will investigate ways of preserving what they have created. They will sing and play accompaniments to different types of songs and develop skills in playing a wider range of instruments. Pupils who begin to play an orchestral instrument and will be encouraged to use their developing skills within the classroom.

Pupils will have opportunities to make choices and provide reasons for their preferences during music-making activities. They will listen carefully to different kinds of music and describe and discuss what they hear happening in relation to the atmosphere and effects achieved. Pupils will also have opportunities to respond imaginatively and in other ways, which are appropriate to the style and mood of the music.

Pupils' experiences of making and responding to music will, over the duration of the key stage, enable them to develop:

An understanding of the elements of music in relation to:

- variations in volume, including increasing and decreasing levels of sound, and silence (dynamics)
- variations in speed, including getting faster and slower (tempo/pace)
- patterns of longer and shorter sounds (rhythm / pulse / metre)
- patterns of higher and lower sounds (melodic shape)
- qualities of the sounds they make and hear (timbre)
- combinations of sound (texture)
- repetition and contrast (ways of creating musical structures);
- an increasing ability to combine and use the elements of music to express their own ideas and feelings and to create mood and atmosphere;
- an awareness of the individual sound characteristics of common musical instruments and how composers and performers use them to create effects and atmosphere.

Learning Outcomes for Music

Learning Outcomes for Foundation Stage & Key Stage 1

By the end of Key Stage 1, most of our pupils should understand:

- that sound can be used to create an effect
- that different qualities of sound create different effects e.g. metal and wood and
- that the quality of a single sound can be changed e.g. through using *hard/soft* beaters on a drum.
- the effects created by loud/quiet, fast/slow, long/short, high/low sounds to create effects.
- that sound can be represented visually e.g. by *their drawings (soundscapes)*

- that feelings can be expressed through musical sounds
- that sound can be produced by singing and by blowing, striking, shaking, scraping objects and percussion instruments
- that sound can be controlled by the force/energy used to create it
- that there is a 'team' aspect to performing as a member of a group
- that performers convey the feeling of the music *e.g. when singing sad/happy songs*
- that they need to listen carefully
- that people can respond to music in different ways *e.g. talking about it or through free movement*
- that there are different kinds of music
- that music can evoke feelings/emotion

Learning Outcomes for Key Stage 2

By the end of Key Stage 2, most of our pupils should understand:

- that a musical 'story' should have a beginning, a middle and an ending
- that effects are created by getting louder/quieter, faster/slower, longer/shorter, higher/lower
- that rhythm consists of longer and shorter sounds attached to a beat
- that melody consists of higher and lower sounds attached to a rhythm
- that there is a need for balance between musical sentences (phrases)
- that effects in music are created by repetition, contrast and surprise
- that choice of instruments is an important aspect of creating effects and atmosphere
- that performing is 'telling a story' through music
- that a regular pulse/beat is needed for accuracy in performance; keeping everyone together according to what the composer/director has intended
- that when singing and playing instruments, there is a need for balance and phrasing between melody and accompaniment
- that performance becomes more expressive *e.g. through use of dynamics (volume), style of performing, musical sentences (phrasing) and facial expression.*
- that melody, accompaniment and harmony come together to make a performance
- that different *staff notation* is read by different musicians of different instruments to produce the sounds we hear in music
- that famous composers use the same methods of creating music and effects as pupils do through repetition, contrast and surprise
- that the materials from which an instrument is made, its size and method of playing denotes its sound

- that composers choose instruments of the orchestral sections in order to create effects and atmosphere by their timbre and texture: (strings, woodwind, brass, percussion)
- that sound is produced in different ways on different instruments such as *violin, trumpet, guitar, flute, piano* (by plucking, blowing, striking, bowing)

By the end of Key Stage 1, most of our pupils should be able to:

- experiment with sound and join in rhymes and simple songs
- focus attention on sound for short periods of time
- control starting, stopping and sustain silence for short periods
- respond to a steady pulse by *marching, tapping, clapping*
- sing simple rhymes and songs tunefully
- use simple instruments and control the force of striking or shaking
- use beaters and control volume when striking a drum, tambourine, cymbal, and chime bar etc.
- draw symbols and patterns to represent their sounds
- co-ordinate ear, hand and eye by striking the instrument at an appropriate time (directed by the teacher) to produce *a sound effect in a story, or accompaniment to a song/piece*

By the end of Key Stage 2, most of our pupils should be able to:

- control breath and diction when singing simple songs
- control gradations of volume (louder/quieter) and pace (faster/slower)
- create and perform short melodic patterns on tuned instruments
- control voice and classroom instruments to perform simple music effectively
- identify the sounds of common instruments *e.g. violin, trumpet, guitar, flute, piano*
- select and use appropriate instruments to create a desired effect
- use a wider range of performing skills depending on the resources available *e.g. recorder, violin, flute, clarinet or classroom instruments for performance purposes*
- devise and interpret symbols which represent sounds

Music across the curriculum

Music has links with most of the core subjects and within the cross-curricular themes.

Language and Music

Ballyoran Primary School recognises that language is central to learning and can be greatly enhanced:

- through song, where music and language come together
- through listening, discriminating and recalling *what has been heard*
- through translating sound into symbols and symbols into sound
- through using the voice with confidence
- through exploring, experiencing and understanding the expressive power of music
- through the sharing of ideas
- through the appraisal of compositions and performances
- through the reading and singing of songs

Cross Curricular Links

Foundation Stage & Key Stage 1

Pupils will have opportunities to:

- listen carefully to, think and talk about, the kinds of sounds they create and those they hear within and beyond the classroom
- hear a variety of short pieces of music and to respond in ways, which develop their verbal and non-verbal communication skills
- sing a variety of songs developing some control of words, expression, breathing and singing in tune
- think and talk about the features and effects of the music they create, perform and listen to.

Key Stage 2

Pupils will have opportunities to:

- make choices and provide reasons for their preferences during music-making
- listen carefully to different kinds of music and describe what they hear happening in relation to the atmosphere and effects achieved

- sing a variety of songs with increasing control and confidence and develop awareness of singing in parts
- play both by ear and from notations
- listen and discuss the music they have created
- think about and discuss their songs and accompaniments
- discuss how the elements of music are used in pieces from different periods, styles and cultures

Literacy

Pupils will develop their listening skills through practical music making activities, composing and listening/appraisal of music. They will have opportunities to discuss and evaluate their response to tasks and to refine and improve their performance/composition. In the senior classes, sounds may be linked to colour and mood. The use of stories, both read and recorded create opportunity for sounds and music. Creative writing may be developed through music and used as a medium for music making and composing.

Numeracy

There is a correlation between rhythm, beat and counting in "bars" and grouping of numbers, including derivation of multiplication tables; e.g. bars of music with 4 beats, 3 beats, 2 beats etc in each bar.

The World Around Us

Pupils will have the opportunity to explore and investigate sound production and the properties of sound in the environment through using instruments/body sounds. They will have opportunities for making their own musical instruments using different materials to investigate the different ways in which sound textures and timbre are produced.

Music will give the opportunity to listen to and appreciate music from different cultures/countries. The exploration of sounds may be used for soundscapes e.g. *rain, wind, thunder, lightning*.

Composition and listening activities will investigate the development of music over the years from Medieval to Baroque, classical and ending with "Modern" pop, rock, blues, jazz music

Art and Design

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

Drama

The opportunity will be given to all pupils to participate in either a "Nativity Play" or "School Musical Production" at Christmas

PE

Music will be used to accompany different types of dance, including Irish dancing. Foundation Stage and Key Stage 1 pupils will use a variety of music within PE

Cultural Heritage

Songs and instrumental music will be used to reflect the richness and diversity of our culture and those of other countries.

PDMU

Pupils will have opportunities to become aware of the ability of music to transcend cultural barriers.

ICT

A range of programmes and Ipad apps and websites will be used to teach certain aspects and skills of composing, listening and performing as well as for recording purposes.

Health and Safety Education

The importance of cleanliness and hygiene will be encouraged during use of recorders/wind instruments. It is our policy that all pupils from Year 4 upwards purchase their own recorder.

Progression and Assessment

Activities will be provided which will continually develop pupils' musical skills and understanding. Assessment will take place "informally" whilst pupils are engaging in musical tasks.

Homework

Pupils who are learning how to play an instrument with EA and the recorder in school, will be required to practise at home. Choir members will also be required to memorise words of songs/hymns for Church services and school performances.

Time Allocation

All pupils will experience music in school for an average of 50 minutes per week in six weekly blocks. This will mostly take place as part of structured classroom time and sometimes, as part of choir rehearsal, instrumental group rehearsal and hymn practices for First Communion and Confirmation.

Foundation Stage pupils will experience shorter and more frequent lessons during the week.

Performances

Foundation Stage will produce an annual Nativity Play, whilst Key Stages 1 & 2 will have a Christmas School Production in December.

There may be a Summer Concert to celebrate the work being done with KS1 and KS2 Choirs as well as the instrumental tuition being done by EA tutors. Pupils may also be entered for the annual Portadown Music Festival.

Resources

Instruments are kept in a music trolley in the Foundation Stage block. Two electronic keyboards and some treble/alto recorders are kept in the Key Stage 2 Resource Store. Each class has a CD player.

Instrumental Tuition

Pupils receive weekly tuition from the EA Music Service in Violin, flute and clarinet. Those who are receiving instrumental tuition will be encouraged to participate in assemblies, school performances where appropriate in Church services.

Choir

Ballyoran Primary School has a Junior Key Stage 1 choir and a Senior Key Stage 2 choir. Choir rehearsals are timetabled for 50 minutes per week when preparing for an event. Key Stage 2 Choir members are selected by audition.

Children in Foundation Stage have opportunities for singing in class.

Role of the Music Co-ordinator

The Music Co-ordinator is responsible for the ongoing development of the Music Policy and Scheme of Work for the whole school. She is also responsible for overseeing the musical education of pupils from Year 4 - Year 7.

Class teachers follow the 'Music Express' programme and Scheme of Work from Year 1 - 7. A recorder instruction booklet is available for the teaching of recorder from Year 4 - 7. Class teachers teach music to their own classes with advice from the Music Co-ordinator when required. The school also welcomes support from the EA Music Service.