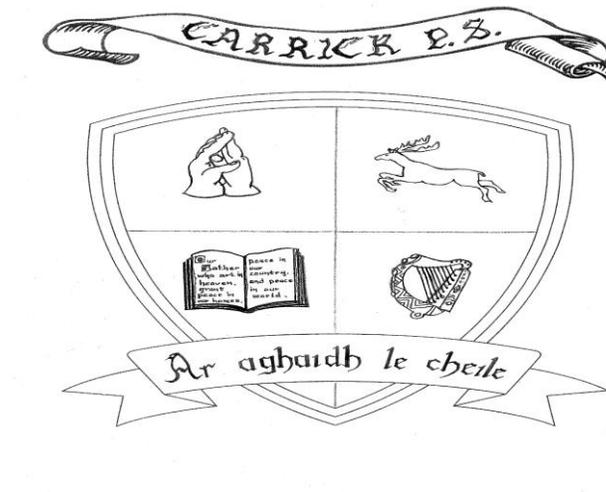


# Carrick Primary School



## Music Policy.



March 2022

# **Carrick Primary School**

## **Vision Statement**

Forward Together: “Ar aghaidh le chéile”.

## **Mission Statement**

In Carrick Primary School we aim to provide a safe, caring and stimulating environment, in order to realise and celebrate the academic and non-academic potential of all our pupils. We expect our pupils to work hard and parents to assist us in helping children to learn and to become lifelong learners.

## **School Aims**

We aim to:

- develop and strengthen each pupil’s understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- create a safe, enjoyable learning environment, in which effective learning is facilitated and quality teaching is provided;
- implement all aspects of the Northern Ireland Curriculum;
- help our pupils to develop a positive attitude towards life and a love of learning;
- value, respect and nurture every child in our care;
- encourage pupils to respect themselves and others and to support and care for one another;
- equip our children with the necessary life skills to enable them to participate in a fast changing society;
- endorse the United Nations’ Convention on the Rights of the child and work towards the implementation of policies and practices which reflect the Convention;
- involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care.

## **Rationale**

The N.I. Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.

In Carrick Primary School we believe that musical activity provides children with the opportunity to explore feelings and express themselves in ways that support or go beyond verbal communication and provides a context for developing creativity. As a school we recognise the value of providing a wide range of musical experiences which allow the children to develop skills in:

- Music;
- Thinking, problem-solving and decision-making;
- Self-management;
- Working with others;
- Managing information;
- Being creative.

## **Aims for Music**

We aim to:

- Promote self-confidence and self-esteem through the key activities of making and responding to music;
- Develop listening skills involving concentrated listening, aural discrimination and memory;
- Develop performing skills involving mental and physical co-ordination, verbal and non-verbal communication and memory;
- Develop creative skills involving imagination, problem solving, verbal and non-verbal communication and memory;
- Heighten children's awareness of themselves and their immediate environment and that of other cultures.

## **Statutory Requirements**

Pupils should be enabled to:

### **Foundation Stage**

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

In Carrick Primary School children will have opportunities to be involved in musical activities as a whole class, in groups, individually and during play. Planned activities will be relevant to children's interests and experiences and may relate to other areas of learning.

## **Key Stage 1**

- 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.

## **Key Stage 2**

- Work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created;
- Sing and perform with simple instruments from memory, by ear or from 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.

In Carrick Primary School a sense of enjoyment is fostered, along with the development of social skills and confidence in their music making, both as individuals and members of a group.

## **Progression**

### **Foundation Stage**

As pupils progress they should be enabled 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 (e.g. by using vocal and body sounds and by tapping, shaking and scraping simple 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 into Key Stage 2**

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); and
- 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.

## **Assessment for Learning**

Assessment within music is integral to learning.

In Carrick Primary School:

- A range of assessment techniques should be used, for example; observation, class discussion, performance, independent work or group tasks;
- Teachers will specify the learning intentions and pupils will be given opportunities to set their own goals and reflect on their own and others' work;
- When reporting to parents, comments should be based on both the processes and outcomes of the subject. Pupils' achievements in music are reported to parents in the children's annual Reports;
- Assessment will take account of pupils' abilities and informs the teacher to target work best suited to the pupils' stages of development.

## **Planning**

Thinking Skills and Personal Capabilities will be integrated into music planners to ensure pupils:

- Think, problem solve and make decisions;
- Manage information;
- Be creative;
- Work with others and self-manage.

Links will be made with other curricular areas where appropriate. Long term planners will outline progression in creative, performing and listening skills.

Medium and short term planners make links to the long term planners and encompass teaching sequence, learning intentions, success criteria and resources. A flexible approach to planning is encouraged to take account of children's interests, ideas and experiences.

## **Differentiation**

Planning will take account of the range of abilities in the class. Teachers will focus on the processes of learning and respond effectively to the range of outcomes from the pupils' work.

## **Celebration of Success and Display**

It is important that children's success in music is acknowledged and celebrated appropriately. This will be done through:

- recording children's performance;
- displaying children's musical achievements in classrooms and other areas of the school;
- performance of children's work to class, year groups, school, parents, community, Governors and/or visitors.

## **Management**

TEACHING STRATEGIES – The implementation of a range of teaching approaches is encouraged including whole class teaching, group work teaching and individual expression. Central to teachers' efforts in this area is the belief

“the greater the encouragement to express themselves freely through art and design, drama, and music the greater likelihood there is that children's individuality, imagination, and creativity will blossom” (N.I. Curriculum P.69).

The approaches adopted for music will take account of:

- Number of pupils;
- Abilities of pupils;
- Nature of the activity;
- Groupings – whole class, individual, paired, groups....;
- Classroom layout – movement of furniture to suit the activity;
- Available resources;
- Safety.

## **Time Allocation**

In the Foundation Stage music will be on-going during play based learning. Discrete lessons must also be planned to develop key skills, introduce new ideas and create whole class / group dynamics as part of a creative learning approach.

In Key Stage One and Two it is expected that Art and Music is planned for each week. In Primary 3 and 4 lessons may also be part of play based/ active learning along with whole class and group work.

Primary 4 are involved in a Singing Project provided by EA's Music Service.

The P5 children are involved in the Pathways Project or in the Pre-Tuition Brass Scheme for eight weeks. Following the Pre Tuition Brass Scheme and the Pathways Project children are selected for Brass, Woodwind or String Tuition. The Tutors take approximately 4-5 pupils per half hour lesson. Parents hire the instruments from the Music Service and pay for lessons in school.

P.5 – P.7 children are selected to become members of Carrick Primary School choir. There is an extra-curricular choir practice every week [September – June] and choir members prepare for all musical activities in school including performances at Sacraments, Pre-Sacramental masses and all seasonal events. These activities may be postponed or cancelled due to Covid-19.

## **The Role of the Music Co-ordinator**

Class teachers are ultimately responsible for the musical education of their pupils. They will receive ideas, advice and encouragement from the school's music co-ordinator, or other sources of expertise on the staff or from outside agencies, in relation to the implementation of the N.I. Curriculum.

## **Resources**

A selection of tuned and untuned percussion instruments is kept in every classroom. Additional instruments are kept in the PE store. Each teacher is responsible for returning any equipment which is borrowed after use.

## **Music across the curriculum**

The management recognises the importance of the contribution of music to the whole curriculum. The skills and attitudes developed through music can be beneficial to pupils across and beyond the wider school curriculum, for example, - *fine motor skills, active listening skills, perceptual skills, interpersonal skills, creativity, cultural awareness, independence, self-discipline, dedication, concentration, self-confidence and ability to deal with symbolic representation.*

Teachers are encouraged to identify opportunities in music activities for reinforcing the content of other learning areas.

The management encourages the use of music by each class or year group, in school activities, such as assemblies, school performances and seasonal events.

## **Conclusion**

This policy will be reviewed every two years or sooner, if required.

Signed: Mrs A Cassidy (Principal)

Signed: Mr G Murdock (Chairperson of Board of Governors)

Date: March 2022

Review Date: March 2025