



Gilnahirk Primary School

Music Policy

1 Aims and objectives

- 1.1 Music is a unique way of communicating that can inspire and motivate children at all levels and stages. Music enables children to express themselves in a unique way and makes an important contribution to their personal development. Music reflects the culture and society in which it originates, and so the teaching and learning of music enables children to better understand the world they live in. As well as being a creative and enjoyable activity, music can also be an academically demanding subject. Furthermore, it plays an important part in helping children feel part of a community. We aim to provide opportunities for all children to create, perform and enjoy music. We also strive help all children develop the skills they need to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.
- 1.2 The aims of music teaching are to enable children to:
- know and understand how sounds are made (composition) and then organised into musical structures (notation)
 - know how music is made through a variety of instruments;
 - know how music is influenced by the time, place and purpose for which it was written;
 - develop the interrelated skills of performing, composing and appreciating music.

2 Teaching and learning style

- 2.1 At Gilnahirk Primary School we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing and percussion lie at the heart of good music teaching at primary school level. Our teaching often focuses on developing the children's ability to sing appropriately with other people and to choose suitable instruments to accompany selected songs. Through making music in this way, children learn about structure and organisation. We equip them to appreciate different forms of music and enable them to appreciate the breadth of musical instruments available. We teach them to recognise pitch, pulse, rhythm, tempo and to describe the mood of a piece. We also encourage them to explain their choices. Children are taught how to work with others to compose and perform music. We provide the opportunity for all pupils to learn to play the recorder from Primary 4 on and incorporate with this the teaching of musical notation. We further introduce ukulele from Primary 6.
- 2.2 We recognise that there are children of different musical abilities in all classes and therefore differentiate where appropriate;
- setting common tasks which are open-ended and can have a variety of responses;
 - grouping children by ability and setting different tasks as appropriate
 - providing resources of different complexity depending on the ability of the child;
 - using classroom assistants to support the work of individuals or groups of children



- 2.3 As well as the regular class teaching of music, all children attend a regular 'Singing Practice' taken by the Music Co-ordinator or support teacher. P1-3 and then P4-7 learn songs together, with age-appropriate lyrics and harmonies. The children also perform songs as a whole school every Monday morning.

3 Additional music teaching

- 3.1 Children are offered the opportunity to study a musical instrument with SEELB peripatetic teachers. Parents who want their children to participate in the scheme may hire the instrument and pay for lessons in three instalments throughout the year. Lessons include Upper Strings, Cello and Woodwind instruments. Children are tested and then auditioned by the Music Tutors themselves. Children are withdrawn in small groups in order to attend lessons. Further to SEELB provision, Guitar and Piano lessons are also provided by private teachers during the school day. The Music Co-ordinator liaises with all instrument teachers within in the school, facilitating timetables and home/school communication

4 Music curriculum planning

- 4.1 Our school uses the Northern Ireland Curriculum Programme of Study for music as the basis for its curriculum planning. We have adapted the Programme of Study so that the topics build upon prior learning and relate to current WAU topics wherever possible. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in music in three phases; yearly overview, medium term plans and weekly notes. The yearly overview maps the music topics studied in each term during the key stage. The medium term plans give details of the work for each term. The Music Co-ordinator is responsible for reviewing these plans and resourcing them as necessary. Music planning is then incorporated into weekly/daily notes as appropriate. The class teacher and Music Co-ordinator discuss planning and resources as needs arise. Workshops are organised to support teachers yearly.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

5 The contribution of music to teaching in other curriculum areas

5.1 Literacy

Music contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills



through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion and creative writing.

5.2 Numeracy

Music contributes to the teaching of Numeracy as children are often asked to observe patterns and processes. Studies have shown that talent in music is often linked with mathematical ability and we would seek to promote this wherever possible.

5.3 Information and communication technology (ICT)

ICT is used in music where appropriate. Children have access to computer programmes and iPads to compose music. They listen to music on the Internet and they also record their own compositions. iPads are used frequently to record children's singing and performing, giving them the opportunity to evaluate their own work. Children are shown appropriate music videos, with a particular emphasis on classical instruments. Recommended websites are also used on a regular basis.

5.4 Spiritual, moral, social and cultural development

Listening, creating or performing music can connect with the very core of a child's being. We seek to give children the opportunity to enjoy music, and to see it as an important means of self-expression. With that in mind, songs in assemblies are especially chosen because of their moral content or Christian message. Many positive lessons are reinforced through the lyrics and upbeat rhythms of songs we sing on a regular basis.

The children at Gilnahirk Primary School also mark all the special occasions in the year with Music: Harvest, Remembrance Day, Christmas, Easter, End of year.

Children also explore and enjoy other cultures through music.

5.5 Art

As they go up through the school, children are given increasing opportunities to respond to pieces of music through the medium of Art.

6 Teaching music to children with special needs

6.1 We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

7 Assessment and recording

Teachers assess children's work in music by making informal judgements as they observe them during lessons. Written work, such as the response to a piece of music or notation work can also be used as evidence. Recording performances, no matter how informal, can be used by class teachers to evaluate teaching and learning.

8 Resources



- 8.1** The school is very well resourced and the Music Co-ordinator ensures that every class has the resources it needs. Central resources are kept in Music Room 2 and there also is a set of age-appropriate percussion instruments in every classroom. Class teachers are provided with CD's and online resources.

9 The School Choir

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. The school choir is open to all P5-7 children, regardless of ability. The choir meets on a weekly basis. Although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year. These events include the Carol Service, Musical Productions, Peace Proms, Marie Curie events and the P7 Leaver's Service. The choir also performs at other events as requested by members of the local community.

10 Musical Events

Children taking instrument lessons are given opportunities to perform both as individuals and as part of an ensemble. These events include assemblies, the Carol Service and the End of Year Service.

Every year there are opportunities for as many children as possible to share their musical skills publicly:

All P1-3: Each have their own Nativity Play which is always music-based.

All P4: participate in the school Carol Service.

All P7: participate in the Carol service (singing and recorders).

Participate in the end of year service.

Participate in the Musical Production staged every two years.

11 Monitoring and review

- 11.1** The Music Co-ordinator is responsible for the standard of children's work and for the quality of teaching in music. The work of the Co-ordinator also involves supporting colleagues in the teaching of music, keeping them updated about current developments in the subject and providing a strategic lead for the subject in the school. The Music Co-ordinator is responsible for liaising with the Principal, evaluating the strengths and weaknesses in the subject and indicating areas for further improvement. The Music Co-ordinator strives to review samples of children's work and visit classes to observe and support teaching in the subject.