



The Orchard Vision: *Inspiring Success*  
Values: *Determination, Courage, Respect*

## The Orchard Music Policy 2021

There are many opportunities to enjoy and experience music in school. In order that pupils make progress in aspects which require continual attention, activities such as singing, playing and learning of notations have been placed across the long term plans.

In the classroom the music teaching is led by the class teacher throughout the curriculum in relation to topics taught. Children practice these skills in self-initiated periods in Reception, during class assembly and whole school assembly.

A variety of approaches and group sizes is used as well as a wide diversity of cultural sources. Children will have the opportunity to experience live performances by visiting music and drama specialists and will themselves take part in school assemblies and performances.

### Aims

Through the teaching of music to the children we aim to enable them to:

- Develop a sensitive response to sound in general and in particular to those organized patterns of sound called music
- Develop the capacity to express ideas and feelings, symbolically, through the medium of sound
- Use music as a creative stimulus
- Develop skills and concepts necessary for musical activity, through singing, playing, performing, listening
- Develop social skills and awareness through making music together
- Give them experience of personal satisfaction and enjoyment of making music and performing with other children in different vocal and instrumental combinations
- Develop an awareness of musical traditions in a variety of cultures and societies and encourage a respect for different musical tastes and talents
- Explore music through cross-curricular themes
- Develop and apply their Information and Communication Technology capability in the study of music

### **Aims for Early Years** (Early Years Statutory Framework)

#### **Expressive Arts and Design** – *Being Imaginative and Expressive*

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

### **Aims for end of Key Stage 1** (National Curriculum)

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

This will enable the children to acquire skills, knowledge and attitudes which will lead to:

#### MUSICAL UNDERSTANDING

The Elements of Music	Are Taught through	Using	To give
Pitch Duration Dynamics Tempo Timbre Texture Structure	Singing Playing Composing Listening and appraising	Talking Moving Songs Instruments Body sounds Writing Reading Games Stories Notation of a wide ranging repertoire	Skills Knowledge Understanding attitudes and enjoyment and a love of being involved in musical activity

#### Use of instruments

All pupils at The Orchard will have the opportunity to play tuned and non-tuned instruments. Specifically in Year 1 children will explore a range of percussion instruments and use them in a variety of different ways. In Year 2 all children will learn to play a recorder during discreet music sessions.

#### Guidelines for implementation and teaching

Music is taught through a whole school programme of units of work. The units are carefully planned to ensure continuity, progression, development of skills and extending of knowledge.

In the Orchard School music will be approached through:

- Whole school singing, listening and performing activities
- Time tabled class music sessions and shorter incidental music opportunities
- Opportunities to use a music corner/sounds table
- Individual, pairs and group work
- Live music involving musicians and visits out of school
- Listening and singing as part of collective worship and spiritual development
- Cross curricular themes
- Singing during assemblies
- Performing in small groups

#### Objectives

By the end of Key Stage 1 the children will have had musical experiences which will enable them, with varying degrees of skill and understanding to:

- Demonstrate a general awareness of sound and familiarity with sounds in the environment
- Listen attentively and respond to music
- Demonstrate an increasingly accurate and discriminatory aural sense
- Recognize some of the main musical elements such as: pitch, duration, dynamics, tempo and timbre
- Follow the rhythmic and melodic concept of music through movement
- Know from memory and be able to join in with a wide ranging repertoire of songs including:-
  - alphabetical, counting and cumulative songs
  - nursery rhymes and folk songs
  - singing games
  - religious songs
  - modern, 'pop' and 'fun' songs
- compose and improvise using voice and instruments
- perform songs, play simple pieces and personal compositions to a variety of audiences
- imitate and recall simple rhythm patterns
- associate sounds with symbols in readiness to see the relationship between performed music and notation (pictorial, graphic and conventional)

### **Health and Safety**

The correct handling of instruments will be taught. Attention will be drawn to excessive noise levels. Caution should be taken when using instruments to make sounds that require mouth contact. Mouth parts need to be thoroughly cleaned.

All mains electrical equipment is checked annually.

### **Resources**

Musical instruments are kept in the hall in the music cupboard. Music CDs are also kept in the main hall and resources for teachers are either in the Music cupboard or kept with Year Leaders. There is also a wealth of resources of Shared Music drive on the schools shared computer system and Youtube.

### **Role of the co-ordinator**

The co-ordinator is available to support and advise colleagues with planning activities, assessment and use of resources.

The co-ordinator is responsible for managing the music budget, ordering resources and introducing these to the staff.

### **Recording, assessment and reporting**

Observation will be the most useful form of assessment. While children are performing or composing decisions can be made about the quality of their work and to what extent they are meeting the learning outcomes.

The end of year report will point out the children's attitude towards music and what they have learnt.