

# Braywood First School



## Music Policy

*'Music is the universal language of mankind.'*  
*Henry Wadsworth Longfellow*

### Introduction

At Braywood First School we value music highly because it is a powerful and unique form of communication that can change the way pupils feel, think and act. We believe music is central to the development of the whole child. Above all it is essentially a practical subject which should be enjoyed by all.

***'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'***

### Aims:

- 1 To develop transferable skills through music, such as listening, concentrating, focusing and performing.
- 2 To use Music to develop personal skills, building self-esteem, self-confidence and self-awareness. Also to increase self-discipline and creativity, aesthetic sensitivity and fulfilment.
- 3 To be able to work well in a team, developing the ability to work well as a team member as well as experience leading a team.
- 4 To develop specific skills including listening, composing, performing and appraising.
- 5 To make Braywood a singing school, where singing is a part of everyday life at the school, an activity which is enjoyed by all. Singing takes place both formally and informally, with singing in every assembly and at monthly Family Assemblies and regular concerts and productions. On an informal basis, singing leaders from Year 4 regularly visit KS1 classes to teach them a song each day of the week, and there is a 'Singing Stop' in the playground to encourage children to sing during breaks and lunchtimes.
- 6 To enable children to experience a wide range of styles from a variety of different cultures.

- 7 To give children lots of opportunities to perform.
- 8 To use ICT to enhance children's learning where appropriate.
- 9 To value music's contribution to the rest of the curriculum, and link it wherever possible to other areas of the curriculum  
  
E.g. links to Topic work (eg KS2 'Airports' projects – Year 4 children had to write their own round based on airports theme to teach to younger children; links also to Dance, PE, Geography (songs from other countries), History (Tudor music), Science (Sound), Numeracy (using songs such as 'Chocoholics' song), Literacy (writing songs).
- 10 To make provision for Gifted and Talented pupils, through Berkshire Maestros who come in to teach violin, cello and guitar, and through piano lessons provided by the Music Co-ordinator.
- 11 To work with the local community. The Christmas concert takes place at the local church, enabling local community members to see the school perform.

## **Performing skills**

Children are taught to sing a wide variety of songs and to use their voices expressively. Braywood offers a choir for all Year 3 and 4 pupils which is timetabled every week, and there is a KS1 singing practise every week at which they learn wide variety of repertoire including French songs.

Children also have the opportunity to play tuned and untuned instruments with increasing control and rehearse and perform with others, with an awareness of audience. There are monthly family assemblies which include the performance of two or more songs or hymns, together with Harvest Festival, Christmas, Easter and Summer concerts and productions which give every child in the school the opportunity to perform to an audience.

## **Composing skills**

Children are shown how to explore different musical ideas, and taught how to select and organise musical ideas, recording these in a variety of ways (e.g. pictorial score, by means of a tape recorder or video or using notation). Every child has a regular class music lesson.

## **Appraising skills**

Children are given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

## **Listening and applying knowledge and understanding**

Children will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form and silence.

## **Assessment and record keeping**

Assessment is an ongoing process brought about by:

- observation of children working
- discussion with children before and after working
- looking at/marking children's work, including planning sheets which reflect on assessment criteria and identify opportunities for assessment
- listening/assessing children's performances
- progress is reported to parents annually.

## **Resources**

There are two music trolleys in the Music room which contain a wide selection of percussion instruments. In addition, there are a good range of tuned percussion instruments including glockenspiels and xylophones. There are also two pianos, one in the main hall and one in the music room. The school uses the 'Music Express' scheme of work, in combination with a range of other song books and music resources. The school has a Coomber sound system in the main hall, together with CD players in most classrooms and 'Easispeak' microphones to record performances. There is also an electronic keyboard which can easily be moved around the school.

Sarah Walker