

St. Mary's Primary School

Music Policy

General aims and objectives

- ❖ As a school St. Mary's actively encourages music making throughout the whole school and makes the opportunities to partake in the making of music available to all children in our school.
- ❖ The children are encouraged to be aware of music in their locality and further a field.
- ❖ By giving each and every child the opportunity to play an instrument, without pressurizing them into it, we believe that the children learn to appreciate music as educated listeners even if they eventually choose not to become performers
- ❖ Their involvement with music heightens their senses and makes them more aware of sounds in general.
- ❖ Rhythm through music encourages greater control over coordination skills.

Outcomes

Our music policy will ensure that our pupils:

- Are able to enjoy music
- Are able to compose and perform in line with their ability
- Are able to listen effectively to music
- Are able to work effectively as a member of a team
- Have enhanced self esteem
- Will have access to music tuition.
- Will have access to the musical instruments provided by the school.
- Will be encouraged to participate actively in music performance both inside and outside of school.

Our music policy will ensure that

- Parental involvement and encouragement of our pupils will be nurtured.
- Links will be made with outside arts bodies for the benefit of the pupils.
- Pupils will be shown that practice makes perfect and that little can be achieved without it.
- Pupils will be encouraged to find good music role models.

Learning and Teaching Styles

1. **Developing a positive attitude.** Pupils will develop a positive attitude by having opportunities to succeed through:
 - setting realistic targets for the individual child,
 - developing interesting and stimulating activities,
 - providing opportunities for children to work collaboratively and independently in an enjoyable environment.

- provide opportunities to participate in public arenas e.g. shows, assemblies, local and regional competitions, religious services etc.

2. Fostering Personal, Social and Emotional Development

- Feel secure and have a sense of well-being
- See an adult taking time to listen to them
- Be independent
- Be self aware of personal attributes
- Make choices
- Learn to co-operate, take turns and share
- Persevere with activities
- Work with a variety of materials such as wood, metal, plastic percussion/ ball/ bean bag etc
- Experience the exhilaration of exuberant play
- Explore their feelings and emotions, eg. Through rhymes, songs, responding to music

3. Fostering Mutual Understanding

Create Opportunities for the development of:

- Relationships with friends
- Responsibilities for self and others e.g. respecting their own and others' play
- Responding appropriately to situations
- Similarities and differences between groups of people

4. Developing musical knowledge, skills and understanding.

The skills, understanding and attitudes to be developed are:

- listening
- communicating
- sharing (thoughts and ideas)
- aesthetic appreciation
- creativity
- commitment
- Self-confidence.

5. Using Musical Language

- a. Give pupils opportunities to become familiar with musical language and musical terms. These opportunities will include:
 - Studying elements of musical terms in relation to dynamics, tempo, rhythm, pulse, timbre, texture and musical structure.
 - Listening to and discussing music they hear and create.
 - Thinking about and discussing their songs and accompaniments.
 - Familiarising themselves with the sounds of some common instruments and combinations of instruments.
 - Discussions on how the elements of music are used in pieces from different periods, styles and cultures.
- b. Encourage discussions about their work and each others work.

6. Developing pupils' ability to think creatively.

Pupils will be given opportunities to respond musically across the range of the curricular areas and cross curricular themes in a creative manner. These opportunities will include:

- Creating short sound stories, pictures and pieces which explore and combine the musical elements.
- Explore rhythm and pitch to create short musical patterns and accompaniments.
- Imitate and answer rhythmic and melodic patterns.
- Record and interpret patterns of sound using notation.
- Sing a variety of songs based on various themes in unison and parts with control and confidence.
- Play a wide range of instruments with interpretation both by ear and from notation.
- Respond imaginatively to many kinds of music.

7. Thinking Skills and Personal Capabilities

a. Managing Information (MI)

Examples where this will be developed through your BF MPL lesson:

- Children asking questions and responding
- Following directions in relation to a task
- Beginning to plan what they should do
- Communicating with a sense of purpose. "I like this song because.."; "I choose this instrument because"..

b. Thinking, Problem Solving, Decision Making (T, PS, DM)

Examples in your lesson:

- Children being able to memorise by recall (rhymes, songs) restructuring (eg demonstrating actions to complement the rhyme or song)
- Observing and talking about what they notice eg (the pitch sounds 'high' or 'low'; quiet/ loud; fast/ slow
- Identifying and naming objects.
- Giving reasons and opinions.
- Asking different types of questions.

c. Being Creative (BC)

Examples in your lesson:

- Children being curious and asking questions, using all their senses eg. Touching, feeling
- Playing for pleasure eg. Children participating for pure enjoyment
- Showing excitement, enjoyment and surprise in the experiences

d. Working With Others (WWO)

Examples in your lesson;

- Being willing to join in
- Listening actively and sharing opinions
- Taking turns, sharing and cooperating
- Giving and responding to feedback
- Understanding how actions and words affect others

- Adapting behaviour and language to suit the group situation
- Taking personal responsibility for work with others and evaluating their contribution to the group
- Being fair
- Reaching agreements using negotiation and compromise
- Suggesting ways of improving their approach to working collaboratively

e. Self Management (SM)

- Communicating so that they put what they say into language that they understand and is understood!
- Concentrating, keeping attention and persisting with tasks
- Having a go at activities/ situations that they may feel less confident about
- Making choices
- Asking a friend or adult for help.

Cross Curricular Themes

The School values music as an important subject in its own right, as well as its contribution to other areas of the curriculum e.g. numeracy, literacy, World Around Us, P.E., Drama, art and religion. Music will contribute to the delivery of all curricular areas and cross-curricular themes in an integrated manner.

Continuity and Progression

Continuity and progression will be ensured by the music co-ordinator, supported by staff:

- Adhering to the school scheme,
- Covering the topics and skills assigned to each particular year group
- Developing and reinforcing musical skills and by increasing the range and depth of the pupils' knowledge and understanding of all musical terms as pupils progress through the school.
- Monitoring the children's instrumental skills
- Participating fully and proactively in all ongoing curriculum and professional development pertaining to music and learning/teaching.

Differentiation

Differentiation will be catered for by ensuring children receive constant, positive reinforcement, simplified task breakdowns, simplified communications and consideration for their individual attention span. Tasks will be well planned and flexible grouping will allow active participation by all pupils. Accordingly, all pupils will have access to the same broad and relevant curriculum but with a different emphasis and pace being provided to facilitate the range of ability groups.

Assessment

The children will be informally assessed on a continual basis using teacher observation and child performance.

Role of Parent

Parents will play an important role in their child's musical development, encouraging and supporting their child when practising their instrument and ensuring their child has the correct equipment to participate fully in the music lessons.

In addition, parents will be encouraged to support their child's music development by ensuring that they attend all musical activities and events promptly.

Homework

Tin-whistle work will be given for homework on a regular basis with the purpose of reinforcing concepts, skills and understanding. This will commence in P2 for all pupils. Thereafter pupils will be encouraged to continue their instrumental work in the After School's Music Club, and where this is not feasible they will be given opportunity to practice and progress within the school day when necessary.

Co-ordinating our programme

The music co-ordinator will be responsible for developing this area of study throughout the school. The co-ordinator will plan and deliver the music work with each year group, thereby ensuring consistency and progression. The co-ordinator will have responsibility for providing organising in-service training related to music. In addition we will also utilise the expertise of other members of staff who will assist with the delivery of the scheme within their specific year group.

The co-ordinator will also monitor and evaluate the implementation of the music scheme of work.

Resources

- The school has invested in 20 violins (some now in a state of disrepair), and over a hundred tin-whistles in the past number of years. Due to the latter being invariably lost or misplaced children are now encouraged to buy their own tin-whistle. The children begin learning to play in Primary 2. The violins are made available to children on a first come first serve bases and there is no charge. In 2011 3 small harps were purchased, 2 by the school and the third partially funded by the local Council. The children are shown how to care for the instrument and are encouraged in every way to successfully learn the mechanics of playing. Occasionally they choose not to continue in their pursuit of playing either because they find the effort too great or they wish to try a different instrument. In either of these scenarios their choice is respected. Although children who wish to pursue more than one instrument are given the opportunity to do so. Children are never penalized for

not persevering with one instrument if they wish to then pursue another. It is our experience that some children may actually dislike the violin, for example, but will become adept performers in the guitar.

- Peripatetic teachers visit the school for violin, clarinet/flute and guitar/ukulele lessons. 8 children attend violin lessons, 2 attend flute, 2 clarinets, 9 attend guitar lessons, and 12 attend ukulele lessons once a week during school hours. Some of these children sit their grades when ready and competent enough and many of them subsequently progress to secondary education with 1 or 2 grades completed.
- St. Mary's Music Club is held after school on both Wednesdays and Fridays. About 20/30 children attend. They learn to play fiddle, tin-whistle and harp.
- Local musicians regularly visit the school as guests of the Music Club and have performed and talked about their own interest in music and how they came to be performers.
- We avail of the touring performers provided by the Arts Council as often as possible.
- We encourage children to participate in any music competitions available.
- Children take RSA Music Grade Exams when they feel competent.
- Choir is non selective. Children learn to sing a variety of songs, both local and religious. This is usually dictated by the calendar of events within the school.
- A library of tapes both audio and visual, CDs and LPs, are made available to the pupils for copying at home by their parents. This is to foster sympathy for a particular music type so that the child feels encouragement from home.
- It is hoped that with any future funding this library of music could be expanded and parents could be involved more extensively.
- Our after school Music Club has a constitution and a parent sits on the committee.

Resources will be catalogued and updated annually and will be managed by the music co-ordinator. Each teacher will have an inventory of all instruments, tapes, CD's, books etc. available in the school. This equipment will be centrally stored and can be borrowed at any time.

Extra Curricular Activities

All children will participate at some stage in any school presentations that might take place throughout the year, assembly etc. Children will also participate in various public arenas for enjoyment e.g. Church, fundraising events etc.

REVIEW

This policy will be reviewed regularly by the music co-ordinator in consultation with the principal and staff. The next review date will be Dec 2014.