

Bengeworth CE Academy



Music Policy

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Philosophy

Music is a powerful, unique form of communication that can change the way we think, feel and act. It brings together intellect and feeling, and enables personal expression, reflection, social and emotional development. We

provide opportunities for all children to create, play, perform and enjoy music, and develop the skills to critically appreciate a wide range of music forms. This includes taking our Music lessons outdoors into the school grounds or local area which provides a fantastic way to deliver Music in a meaningful, engaging and purposeful way.

Aims

It is our responsibility as teachers to offer each child the opportunity to participate in active music-making both through playing and singing, in groups and individually, and to establish foundations whereby music may become a recreation for later life.

The main aims of music education are therefore to:

- Develop a sensitive response to beat, rhythm and patterns of music.
- Develop a greater knowledge and understanding of sounds, through the use of a range of instruments.
- Develop the capacity to express ideas and feelings symbolically through sound.
- Develop the necessary skills and concepts whilst engaged in musical activity.
- Develop social skills and awareness through making music together.
- Develop an understanding and appreciation of different types of music and increase their ability to make judgements of musical quality.
- Offer opportunities to experience personal satisfaction and self-confidence.
- Develop an awareness of musical traditions in a variety of cultures and societies and give children the opportunity to experience this.
- Develop an awareness of the world we live in, by participating in Music learning outside the classroom.
- Participate in Musical events outside of our school environment.

Objectives

In order to achieve these aims it is our policy to teach the pupils how to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Perform as a solo, and as part of a group.
- Participate in learning outside the classroom, by engaging with our natural environment and playing with Music and sound outdoors.

The Teaching and Learning of Music

Music is taught as a discrete subject using a scheme of work called Charanga and is occasionally taught as part of a topic, linked to other curriculum subjects. This is indicated in each year group's Medium Term Plans and referred to in Weekly plans. Children are taught in their normal class group.

The music elements of pitch, duration, timbre, texture, dynamics and structure will be progressively introduced, discussed and understood. Children will devise and recognise appropriate signs to aid composition and arrangements. Musical activities are planned in such a way as to encourage full and active participation and enjoyment by all children irrespective of ability.

In Early Years Foundation Stage, children are encouraged to develop an understanding of beat and simple rhythm and to develop listening skills and encourage the children to use body percussion and their voices in time to music and songs.

Children will be given opportunities to listen to examples of music, during assembly and relevant class time, from: 'modern' and 'classical' music to countries and regions of the British Isles, a variety of cultures, western and non-western. Value and consideration is given to music from all cultures. Any opportunity to invite visiting performers of music from non-western countries will be taken.

There is a weekly song practice at both bases and regular opportunities throughout the school year to sing or perform at Church. Each class also performs a class assembly during the year which always includes music whether that be in the form of singing or using instruments.

Musical Instrument Tuition

Musical instrument tuition is given by Severn Arts music service via peripatetic teachers and is available for pupils in Year 2 upwards, for the following instruments: flute, guitar, clarinet, violin, drums and vocal.

Children receive lessons on a weekly basis, either individually or in small groups and are given opportunity to perform to the rest of the school. All musical instrument teachers work closely with the school by providing support for extra-curricular activities, such as concerts and the development of small instrumental groups.

Musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. There is also a school choir with the primary aim of enabling children to enjoy singing together. It also performs in public on a number of occasions throughout the year, for example at the Christmas carol concert, at the Evesham Festival of Music, at the Big Sing and with local schools in cluster events.

Monitoring

Monitoring of the musical provision being provided around school will take place at regular intervals throughout the year. Monitoring will be done through:

- Pupil voice sessions
- Looking at Long Term Planning and Medium Term Planning
- Learning walks
- Videos of end of unit performances

Assessment

Assessments will be undertaken by class teachers to aid future planning.

Review

This policy is due for review September 2020.

Appendix 1: Musical Notation

REST NAME	REST SYMBOL	REST LENGTH	NOTE SYMBOL
Whole Note (<i>Semi-breve</i>)		4 beats	
Half Note (<i>Minim</i>)		2 beats	
Quarter Note (<i>Crotchet</i>)		1 beat	
8th Note (<i>Quaver</i>)		1/2 beat	
16th Note (<i>Semiquaver</i>)		1/4 beat	
32nd Note (<i>Demisemiquaver</i>)		1/8 beat	

	Staff: 5 horizontal lines and 4 spaces		Half Rest: pause equal in time to half note		Hold duration of note or rest should be extended		Forte: loud, powerful
	G Clef or Treble Clef		Quarter Note: one-quarter value of whole note		Tie: to be played as one note		Fortissimo: very loud
	Measure: space between 2 adjacent bars		Dotted Quarter Note: dot increases length of note by one-half		Triplet: played in time of two notes of same value		Mezzo-Forte: moderately loud
	Letters of lines of Treble Clef		Quarter Rest: pause equal to quarter note		Slur: transition should be smooth		First Ending: repeat and take second ending
	Letters of spaces of Treble Clef		Eight Note: one-eighth value of whole note		Staccato: distinct, disconnected		In Time: return to regular tempo
	F Clef or Bass Clef		Eight Rest: pause equal to eight note		Legato: very smooth and connected		Ritardando: gradually slower
	Letters of lines of Bass Clef		Sixteenth Note: one-sixteenth value of whole note		Accent: emphasize by stress or touch		Da Capo: repeat from the beginning
	Letters of spaces of Bass Clef		Sixteenth Rest: pause equal to sixteenth note		Four-Four Time: four quarter notes to a measure		Crescendo: increasing in loudness
	Double Bar: end of a section or piece		Sharp: raises note one-half tone		Common Time: same as four-four time		Diminuendo: diminishing gradually in loudness
	Repeat: a section to be repeated		Double Sharp: raises note one full tone		Six-Eight Time: six eighth notes to a measure		Dal Segno: repeat from the sign :S:
	Whole Note: longest note in use		Natural: cancels effect of sharp or flat		Piano: soft		Grand Staff: Treble and Bass Clefs
	Whole Rest: pause equal in value to whole note		Flat: lowers note one-half tone		Pianissimo: very soft	Key Sheet For Hayes® Music Symbols ©Copyright, 1994, Hayes School Publishing Co., Inc., Wilkesburg, PA	
	Half Note: half the time of whole note		Double Flat: lowers note one full tone		Mezzo-Piano: moderately soft		

dynamics

Term:	Symbol:	Effect:
piano	<i>p</i>	soft
pianissimo	<i>pp</i>	very soft
mezzo piano	<i>mp</i>	slightly soft
forte	<i>f</i>	loud
fortissimo	<i>ff</i>	very loud
mezzo forte	<i>mf</i>	slightly loud
fortepiano	<i>fp</i>	loud then soft
sforzando	<i>sfz</i>	sudden accent
crescendo		gradually louder
diminuendo		gradually softer

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Accompaniment- The underlying sounds used to support a melody line

Arrangement- A new version of an existing piece of music

Beat/pulse- Beat and pulse are used synonymously to refer to the regular heartbeat of the music – the ‘steady beat’

Body percussion- Sounds which can be made using parts of the body, eg clapping, tapping knees, etc.

Call and response- A style of music in which a leader sings or plays a short melody (the call) and a chorus of singers/players respond with an answering short melody (the response)

Chord- Two or more notes played at the same time

Conductor- The person elected to lead a group of singers or instrumentalists

Crescendo - Getting louder

Dimensions/elements- The inter-related building blocks of music (formerly referred to in the English National Curriculum as elements): duration, dynamics, pitch, structure, tempo, texture, and timbre (see definitions)

Dot notation - A simple form of Western staff notation. Dots are placed in height and distance relation to each other to indicate pitch and duration

Duet - A song or piece of music for two parts of equal importance

Duration - The word used in music to refer to the length of a sound or silence

Dynamics/volume- The loudness of the music, usually described in terms of loud/quiet

Glissando - A slide up or down from one musical note to another, in the manner of a rapid, sliding scale

Graphic notation - A form of notation in which the composer freely invents symbols which give an impression of sound

Graphic score - A score in which musical intention is recorded by means of graphic symbols

Improvisation - A piece of music which is created spontaneously

Major - One of the most common types of eight-note musical scale. Often described as having a happy sound (see also Minor)

Melody - A tune

Metre - The grouping of beats into twos, threes, fours, etc, for instance in waltz music the beats are grouped in threes, whereas in march music they are grouped in twos or fours

Minor - One of the most common types of eight-note musical scale. Often described as having a sad sound (see also Major)

Notations - Ways of writing music down – examples include graphic notation and staff notation

Ostinato - A short rhythmic or melodic pattern which is repeated over and over

Pitch- Refers to the complete range of sounds in a piece of music from the lowest to the highest

Pizzicato - The technique of playing a string instrument, eg violin, by plucking the strings rather than playing them with the bow

Rest- A silence

Rhythm -Patterns of long and short sounds played within a steady beat

Rhythmical - Music which is underpinned by a steady beat

Score - A written representation of music designed to record a composer’s intention

Solo - A piece of music for one singer or instrumentalist

Symbol- Any written representation of a sound

Tempo (plural tempi) - The speed at which music is performed, usually described in terms of fast/slow

Timbre - All instruments, including voices, have a particular sound quality which is referred to as timbre, eg squeaky

Tuned percussion- Percussion instruments which make sounds with a defined pitch, eg glockenspiel

Untuned percussion - Percussion instruments which make sounds of indefinite pitch, eg hand drum