

## Music Policy

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## **Holy Trinity Primary School**

### **Mission Statement**

Holy Trinity Primary School is committed to providing to all pupils, particularly the more vulnerable, the highest level of pastoral care in a safe, caring and attractive learning environment. The school holds all pupils in the highest esteem and considers it essential that all play a full-integrated part in the life of the school.

The school believes in the holistic development of the child to his/her full potential. It will provide a broad, balanced and differentiated curriculum. Holy Trinity is committed to having high expectations for academic achievement, good conduct, sport and creative arts. The school has identified extra curricular activities suited to the interests of all pupils as being of particular value in the life of the school.

The school will seek to promote attitudes and values according to the Catholic tradition in harmony with the school Chaplain. The school will endeavour to foster personal integrity among staff, pupils and in aspects of the life of the school.

Holy Trinity regards our parents as valued and respected educational partners who are made to feel welcome at the school. The school will provide regular feedback to parents on the progress of pupils and offer to them any other relevant pastoral guidance. The school places considerable importance upon its links to the parish – especially with regard to sacramental preparation, the mass and communications in the parish bulletin. Holy Trinity is proud of its cross community links through the EMU programme and its links to its feeder, second level schools and outside agencies.

## **Policy Statement**

Music contributes to a wide variety of educational aims in the overall development of a child. We at Holy Trinity believe that music is an integral part of a broad and balanced curriculum which seek to promote the creative, aesthetic, social and cultural development of every pupil. Music is a subject in its own right and should be valued accordingly. It should be fun and a means of enjoyment for every pupil.

## **Aims within the school;**

### **Music in the Foundation Stage**

- Working creatively with sound
- Sing and perform with simple instruments
- Listen and respond to their own and others music-making

### **Music in KS1**

The Northern Ireland Curriculum for Key Stage 1 is broken into 3 areas.

- Working creatively with sound by investigating, experimenting, selecting and combining sounds to express feelings, ideas, mood and atmosphere
- Sing and perform with simple instruments to develop vocal and manipulative control
- Listen and respond to their own and others music-making, thinking and talking about sounds, effects and musical features in music that they create, perform or listen to

### **Music in KS2**

The Northern Ireland Curriculum for Key Stage 2 is broken into 3 areas.

- Working creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created
- Sing and perform with simple instruments from memory, by ear or by notation to develop vocal and instrumental skills
- Listen and respond to their own and others music-making, thinking about, talking about and discussing a variety of characteristics within music that they create, perform or listen to

While one of these three activities may provide the main focus of a lesson, the three are interdependent.

Music is a subject in its own right and should be treated accordingly. It can contribute to the overall development of the child and to other areas of the curriculum. It can improve:

- Listening skills
- Memory
- Self-discipline
- Social awareness
- Self esteem
- Physical and motor skills language skills
- Understanding of different cultures including our own
- Creativity
- Aesthetic awareness

## **Music for children with special educational needs**

Children with special educational needs usually have poor memory, short attention span, difficulty forming concepts and poor language development. Teaching music therefore needs to be direct and carefully constructed. There is a need to motivate learning to provide success.

For less able children musical activities can lead to;

<b>objective</b>	<b>stimulus</b>
Emotional satisfaction	Listening
Improved concentration	
Self confidence	Participation
Communication without the barrier of language	
Improved articulation	Singing
Satisfaction of achievement	Performing
Social awareness	Group involvement
Improved co-ordination	Playing instruments

There are four LSCMLD - Learning Support Classes Moderate Learning Difficulty in the school.

LSC 1 and 2 (P1 – P4) children receive one 30 minute class of music per week. LSC3 and 4 children integrate with KS2 mainstream classes for music.

The LSCHI (Hearing Impaired) receives one 30 minute class of music per week.

## **Music within the school**

- Weekly Music Lessons.
  - All classes receive 20-30 minutes of Music on a weekly basis from our Specialist Music Teacher. The content of which is based on the Northern Ireland Curriculum and reflect topics covered in each year group
  
- Religious services.
  - Monthly mass including Christmas, Easter and Leavers Mass
  - Monthly Assembly KS1 and KS2
  - Sacraments including Service's of Light and Commitment, Confirmation, First Penance enrolment and First Penance sacrament. First Holy Communion enrolment and First Holy Communion Sacrament.
  - Ash Wednesday service
  
- CBSM Brass tutor
  - Pupils receive a weekly lesson
  - Tutor to work with players to form a Brass Band after school. This is good preparation for public performances and building confidence in playing with others.
  - Pupils receive extra support from a member of Holy Trinity Music department.
  - Pupils enter for Associated Board Exams in both instrument and Theory of Music.
  
- Annual Summer Brass Recital
  - All brass pupils will perform in front of CBSM Tutor and Principal, and an outside performance in community eg local library or leisure centre
  - All performers will receive an award. One child will be awarded a "Most Promising" award.
  
- Annual Christmas Concert  
All pupils from P1 to P5, including LSCMLD, will perform on stage for 2 days. They will be divided into 2 groups and the whole concert will last 4 days.
  
- Recorder group – play at mass and religious services. They meet on a daily basis before School for rehearsal.

- Tin whistle/guitar groups – these are taken after school as a club
- Choir – sing at Prize Giving ceremony, Christmas concert, and at Christmas for the Shopping Centres. They meet weekly for rehearsal.
- Brass Ensembles in shopping centres at Christmas
- Theory – P7 brass pupils entered for Associated Board Grade 1 Exam in June of each year.

## **Resources**

- 1 Music room; based in Key Stage 1 area
- Music room equipped with
  - A piano
  - Music stands
  - A wide variety of both tuned and untuned percussion instruments

Around the school there are

- Two more pianos
- 2 Electronic keyboards
- Access to a number of brass instruments
- Descant, Treble, Tenor recorders, Tin-whistles (descant recorders and tin-whistles on sale in school)
- Guitars
- Each class teacher has access to a good quality CD Player

Resources will be constantly monitored and built up as required.

## **U ICT**

Effective use of ICT across the curriculum can enhance, support and extend pupils' learning experiences. All classrooms have use of a PC and interactive Whiteboard. This gives the Music teacher opportunities to record performances through a programmes like Audacity. All pupils have access to an I-Pad. Many apps use music to enhance the child's learning e.g. Toddler Soundboard and Nursery rhymes. Pupils in Ks1 can then compose heir own music with the likes of Garage Band.

## **Progression and assessment**

We seek to provide activities which will continually develop pupils' musical understanding of the elements of music and their composing, performing and listening skills. Pupils' progress will be observed and recorded as part of the overall development profile of each pupil. A comment on each pupil's musical progress will be communicated to parents, on a school report.