



## JC Preparatory School Music Policy

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To be reviewed:	Annually

### **Principles**

Music is a practical time-based art that uses sound and silence to communicate, and includes elements of pitch, rhythm, tempo, duration, silence, dynamics, timbre, texture and structure.

Music develops aesthetic qualities which give life colour and sparkle.

Music can be the unifying factor in a school, building bridges between different age groups and varying abilities, and can extend outwards into the community.

As Music is a creative and re-creative art, it is necessary for its participants to engage in activities of PERFORMING, COMPOSING, APPRAISING and APPLYING KNOWLEDGE AND UNDERSTANDING across all phases of education as set out in the Jersey Curriculum.

### **Aims**

J.C. Prep has a long tradition of quality music-making, and music continues to hold a high profile in the school. Music is considered to be a very important component of the overall curriculum as it makes a significant contribution to a pupil's personal development. The aim is to provide a variety of musical experiences to all children, taking into consideration their ability and previous exposure to music, and to gradually increase their knowledge and skills throughout their time at Prep.

The main benefits to pupils who are engaged in musical activities are:-

- the ability to make critical judgements about sound;
- the development of listening, aural, memory, vocal and co-ordination skills;
- the enhancement of the creative and imaginative faculties;
- the development of social and communication skills;
- the enhancement of presentation skills and the promotion of independence;
- the promotion of language skills;
- to strengthen self-discipline;
- the availability of opportunities to create and perform as a soloist or as a member of a group;
- to gain awareness and understanding of other musical styles and cultures.

## **Systems and procedures**

Most Music lessons take place in a well-resourced music room, which has a large variety of tuned and untuned percussion instruments and keyboards in good order, class sets of vocal and recorded music and a wide variety of other music books embracing different musical topics and historical periods.

Planning for the delivery of Music responds to the Jersey Curriculum Council Orders and observes the components, in the Programme of Study, of **Performing, Composing, Appraising, and Listening and Applying Knowledge**.

Each Reception, Year 1 and 2 classes have two half-hour music lessons every week with the Music Co-ordinator.

Years 3, 4, 5 and 6 have a one hour block lesson with the Music Co-ordinator.

Every effort is made to encourage pupils to participate in and attend a wide range of performances as opportunities arise.

From Year 1, full use is made of the available instrumental provision on offer from the Jersey Music Service, and we have our own Junior Polyphony instrumental scheme which is linked to our senior school- employing 4 instrumental teachers which expands the musical opportunities available to our pupils

The School Orchestra meets once a week before school on Fridays for 45 minutes and is conducted by Mrs E. Smith, the Music Co-ordinator. Any pupil who has achieved Grade 1 ability on an orchestral instrument is invited to join. The members mainly come from Yrs 4, 5 and 6.

On Tuesday lunchtimes, we run a String Ensemble for our younger string players from years 1,2 and 3 conducted by Ms Julie Millow (violin teacher) and on Thursday lunchtimes we run a brass ensemble for all our brass players conducted by Mr Pippa Lumbard (brass teacher)

Two School Choirs meet every week. The Year 4 Junior Choir meet on Monday lunchtime and the senior choir for years 5 and 6 meet on Tuesday after school between 3.00 – 4.00pm. The senior choir is conducted by the music coordinator with help from Mrs Alice Jefferson (year 5 form teacher) and is accompanied by Miss J. Millow. The choirs compete in the Jersey Eisteddfod, with some success, and participate in several concerts throughout the year both in school and at Community events.

A House Music Competition, run by the House Music Captains, was introduced in 2005 to boost musical expectations within the school and this takes place annually in the Spring term. Every pupil in KS2 will participate in their House Choir and pupils in Year 5 and 6 can volunteer to perform in the various individual classes. There is also an ensemble class where the music is chosen and arranged by the Music Captains.

## **Roles and Responsibilities**

The Music Curriculum is delivered mainly by the Music co-ordinator, who is a full-time member of staff with no class responsibility. She is involved in the preparation and delivery of long and medium term plans for all age-groups within the guidelines of the Jersey Curriculum, the development of ensembles and other small instrumental groups, the continual progress of the school choir and orchestra, and preparation of these groups for public performance.

In all lessons, pupils are given opportunities to re-visit the main musical concepts and elements of Pitch, Duration, Pace, Dynamics, Timbre, Texture, Structure and Silence.

The children are encouraged to express musical ideas, thoughts and feelings, showing an appreciation for music when making valued judgements.

Collaboration, self-discipline, communication, spiritual, moral, social and cultural skills are actively encouraged.

The role of the Co-ordinator is:-

- to prepare, plan and deliver the Music Curriculum for Jersey to all classes at J.C.G. Prep.
- to provide a wide range of optional activities for lateral music development
- to provide staff with specialist advice and support either in class or through INSET;
- to involve and support staff with particular musical expertise;
- to ensure the upkeep and availability of resources;
- to liaise with outside agencies i.e. the Jersey Music Service, JCG and community groups etc.

The Jersey Music Service run a number of other instrumental ensembles for the participation of all young instrumentalists of differing abilities in Jersey schools. Instrumental pupils at J.C. Prep are encouraged to join an appropriate group.

JC Prep staff members encourage and support the Music department by reinforcement of work in progress, and may use recorded and composed music in other areas of the curriculum such as Dance, English and Art, or for Class Assemblies.

Parents and staff members are encouraged to work with small ensemble groups which are set up on occasion, to help with choir and orchestra rehearsals and choreography for school plays.

### **Assessment, Recording and Reporting**

Termly targets are set for each year group and assessment is made at the end of each term and recorded on an assessment spreadsheet. Broader assessment is also recorded on the SPTO tracker.

Reports are compiled for parents of Year 1 to 6 students twice a year, in the Spring and Summer term.

The Jersey Music Service provides a report twice a year for those pupils learning an instrument

### **Relationships to other policies**

Whilst Music is taught as a discrete subject it is recognised that many connections can be made with other areas of the curriculum, specifically Art, Drama, Dance, R.E., Geography and History. Class assemblies are a good platform for cross-curricular activities. Every effort is made to maintain a dialogue between the other areas of the curriculum and to exchange ideas and planning documents with all staff.

### **Health and Safety**

The positions of all tuned instruments are labelled in the music room to facilitate easy storage and return. The music trolley has labelled drawers, and beaters have their own tub.

Children are encouraged to move large instruments with a partner. Ramps around the school are used when transporting instruments to the Hall.

Children are discouraged from playing other pupils' instruments, and should have their own designated descant recorder and carrying case.

Borrowed recorders are wiped with an antiseptic wipe before being returned to the storage drawer.

Children are shown how to play all instruments with care and control, and are encouraged to put them away carefully.

## **Music Policy 2015**

### **Appendix 1**

## **Foundation Year Long Term Plans**

Early learning goals set out an appropriate curriculum to develop the student's creative development. These goals identify stepping stones that show knowledge, skills, understanding and attitudes that the child needs to experience during the foundation stage in order to achieve. Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning includes art, music, dance, role-play and imaginative play.

Students are given opportunities to recognise and explore how sounds can be changed, sing from memory, recognise repeated sounds and sound patterns and match movements to music. They use their imagination in art and design, music, dance, imaginative and role play and stories.

### **Key stage 1 Music**

Music is mainly taught as a discrete subject although the Creative Curriculum enables music to be planned and integrated into classroom topic initiatives where appropriate.

Year 1 and 2 classes develop basic skills in singing, playing instruments and listening. Long term plans are skill-based, using the QCA Guidelines for Music, and draw activities from a variety of sources, such as "Sounds Topical," written by Jan Holdstock and Christine Richards, "Music Express" and LCP Music Resource Files. We will also be introducing activities from the new "Charanga" music scheme. Activities are linked in with class topics if appropriate. The musical elements are introduced and revisited frequently. These are:-

- Pitch (high/low);
- Duration (long/ short sounds, pulse and rhythm);
- Tempo (fast/ slow);
- Timbre (quality of sound);
- Texture (one sound/several sounds);
- Dynamics (loud/quiet);
- Structure (pattern; repetition/contrast);
- Silence.

Work is carefully prepared so that the Programmes of Study (Performing, Composing and Appraising, Listening and Applying knowledge) are regularly covered.

Students are given the opportunity to:-

- be able to sing and play instruments alone and with others
- express themselves and develop creativity
- gain confidence
- listen to a wide variety of music
- talk about music, developing their own opinions and valuing those of others
- develop an understanding of the core elements of music
- make a contribution to the aesthetic life of the school
- enjoy their music-making

## **Key Stage Two Long Term Plans**

KS2 children learn Descant Recorder from Year 3. Emphasis is placed on the learning of traditional notation, and this is reinforced in other areas such as composition and performance. Recorders and orchestral instruments are played in "Music Express" topics wherever possible from Year 4.

The following commercially prepared materials are used as principle resources - "Music Express" ( pub. A and C Black) with supplementary material from "Sounds Topical" and "Sounds of Music." This year we will be introducing activities from the new "Charanga" music scheme. Singing is developed across the Key Stages and linked to class topics, school events and in Choir rehearsals. Suitable rounds and songs are chosen from a variety of choral books such as "Junior Choral Club", "Voiceworks", and "Singing Sherlock". Choir sessions enable the more able singers to sing a variety of unison, two and three-part songs.

There are many opportunities for performance throughout the school year. Every pupil is involved in one of several Christmas performances and all Year groups take part in 2 class assemblies during the year. A Spring Concert is held on Open day and every year all the Year 6 girls perform a musical in the summer term.

In KS2, the musical elements are focused on through performing, composing and appraising and are expanded further:-

- Duration - pulse, metre and rhythm, groups of beats
- Pace - gradations of speed
- Timbre- tone, quality of voice/instruments
- Textures- melody and accompaniment
- Dynamics- gradations of volume, accent
- Structure- repetition/contrast, phrase, different ways sounds are organised
- Silence

Skills developed in KS2 include:-

- performing from notation
- increasing the child's knowledge of signs, symbols and musical instructions
- singing in unison and parts
- improving singing in terms of pitch, breath control, diction, dynamics and musical shaping
- performing in an instrumental and /or singing group, maintaining an independent part from another group
- rehearsing and improving performance
- improvising
- composing within a given structure
- devising own structure for composing
- using notation to record and communicate compositions
- recognising and distinguishing main musical elements
- responding to changes of mood and character in music
- understanding the development of musical traditions
- studying the work of influential composers in context
- analysing and evaluating music heard.

The Creative Curriculum enables music to be planned and integrated into classroom topic initiatives where appropriate. This has the advantage of embedding music more firmly into the creative development of JC Prep students.

## Appendix 2 Key Stage 1 and 2 Long Term Plans

Foundation stage Autumn	Year 1 Autumn	Year 2 Autumn
<p>Class topics:-Ourselves, Autumn and Christmas. Perform Christmas Nativity.</p> <p>MUSIC- “Getting to know you” activities from “Music Express”, unit on “Special people” and other sources</p> <ul style="list-style-type: none"> <li>• To find a singing voice</li> <li>• To know how to start/stop and when to be silent</li> <li>• To develop a feel for/be able to keep a regular pulse</li> <li>• To experiment with fast and slow patterns</li> <li>• To be aware of music from other cultures</li> <li>• To perform to a wider audience</li> </ul>	<p>Class topics:- Christmas Songs round the tree.</p> <p>Music- QCA 2 (LCP 1a) “Sounds interesting”</p> <ul style="list-style-type: none"> <li>• To recognise and explore different sound sources</li> <li>• To focus listening</li> <li>• To explore and control instruments</li> <li>• To explore expressive use of instruments and sounds</li> <li>• To use sounds to tell a story</li> </ul>	<p>Class topics:- Christmas Performance.</p> <p>MUSIC-QCA 3 “Exploring Duration.”</p> <ul style="list-style-type: none"> <li>• That music is made up of long and short sounds and use their voices to explore this.</li> <li>• How to make long and short sounds using percussion instruments.</li> <li>• How to combine long and short sounds to fit with a steady beat.</li> <li>• Listen to contrasting pieces of music and discuss.</li> </ul>
Foundation stage Spring	Year 1 Spring	Year 2 Spring
<p>Class topics:- Winter, Chinese New Year and Countryside.</p> <p>MUSIC FOCUS : to begin to develop a sense of pitch</p> <ul style="list-style-type: none"> <li>• to work towards confident singing in a group and as soloists.</li> <li>• To experiment with beat and tempo</li> <li>• To know the names of common classroom instruments and use with increasing control</li> <li>• To begin to combine different textures of sound</li> </ul>	<p>Class topic:- Fairy Tales.</p> <p>Performance: Year 1 Pantomime.</p> <p>Music- QCA 4 “Exploring Pulse and Rhythm.”</p> <ul style="list-style-type: none"> <li>• to know what is meant by rhythm, pulse, steady beat</li> <li>• to control a pulse and combine with a rhythm</li> <li>• to recall and copy patterns</li> <li>• to use a pulse and rhythm to create an accompaniment to a song or chant</li> <li>• how to create rhythmic patterns based on words and phrases</li> <li>• to experience singing/playing loudly and quietly in a group and on own</li> </ul>	<p>Class topics:- Music QCA Unit 5 “Pitch.”</p> <ul style="list-style-type: none"> <li>• What is meant by pitch.</li> <li>• How to control the pitch of the voice.</li> <li>• To respond to changes in pitch.</li> <li>• To relate sounds to symbols.</li> <li>• That pitch can be used to describe movement.</li> </ul>

Reception Summer	Year 1 Summer	Year 2 Summer
<p>Class topics:- Dinosaurs Minibeasts MUSIC Focus – dynamics. Performance: Class Assembly.</p> <ul style="list-style-type: none"> <li>• To enjoy singing as a group and on own</li> <li>• To experience a change of beat and tempo both in playing and listening to music</li> <li>• To realise that music can change through the addition of more /less sounds/voices.</li> <li>• To compose a short tune on chime bars etc</li> <li>• To begin to listen critically to other children’s music</li> <li>• to learn to clap different rhythm pattern mixes</li> <li>• to begin to internalise rhythm patterns</li> <li>• to listen with discernment to recorded music</li> </ul>	<p>Class topics :-Our Island/Castles/Pirates QCA Unit 6 “Exploring Instruments and Symbols.”</p> <ul style="list-style-type: none"> <li>• To identify how instruments make different sounds.</li> <li>• To identify how symbols can represent sounds.</li> <li>• How symbols can be used to describe different sounds.</li> <li>• To listen carefully and respond to sounds using movement.</li> <li>• To compose a class composition and score.</li> </ul>	<p>Class topics QCA Unit 7 “Rain rain go away” Using sounds descriptively. Performance: Leaver’s Assembly.</p> <ul style="list-style-type: none"> <li>• to use sounds descriptively</li> <li>• that music can describe an environment</li> <li>• about sounds made by different sound sources</li> <li>• how sounds can be organised; how to create a class composition combining layers of sound within simple structures</li> <li>• to build confidence in solo singing and improve pitch</li> </ul>

Year 3 Autumn	Year 4 Autumn	Year 5 Autumn	Year 6 Autumn
<p><b>Class topics :-</b> MUSIC QCA Unit 9 “Exploring Descriptive Sounds.”</p> <ul style="list-style-type: none"> <li>To identify how music can be used descriptively</li> <li>How to use musical elements to describe animals</li> <li>How to match sounds and movement descriptively.</li> <li>How to use narration with sounds and movements.</li> </ul> <p><b>Christmas carol service</b></p>	<p>Class topics change each year. MUSIC Express QCA Unit 10 “Exploring Rhythmic Patterns.”</p> <ul style="list-style-type: none"> <li>To know how simple tunes can be based on a pentatonic scale</li> <li>To create different textures using the pentatonic scale</li> <li>To create a class performance</li> </ul> <p><b>Recorder Lessons.</b></p> <p><b>Christmas carol service</b></p>	<p>Class topic. MUSIC Unit 17 “Roundabouts” Exploring harmony through rounds</p> <ul style="list-style-type: none"> <li>To learn about the effect of different pitched notes played together</li> <li>To sing a simple round in 2-parts and accompany it with a triad</li> <li>To understand how chords relate in a scale- tonic, dominant, sub-dominant</li> <li>How to find given notes on a pitched instrument</li> <li>How to perform a round as a class performance through practice and rehearsals.</li> </ul> <p><b>Recorder Lessons.</b> <b>Christmas carol service</b></p>	<p>Class topics:- “Africa.”</p> <p>MUSIC Unit 17 “Roundabout.”</p> <ul style="list-style-type: none"> <li>Create melody from a given scale.</li> <li>Sing a round in 4 parts and accompany it with a 3 note chord.</li> <li>Perform using voices and instruments including orchestral instruments.</li> <li>Create a class performance</li> <li>Through practice and rehearsal.</li> </ul> <p><b>Christmas carol service</b></p>

Year 3 Spring	Year 4 Spring	Year 5 Spring	Year 6 Spring
<p>Class topics:- Ancient Greece.</p> <p>MUSIC QCA Unit 11 “The Class Orchestra”</p> <ul style="list-style-type: none"> <li>To know about musical accompaniments</li> <li>To explore melodic and rhythmic phrases</li> <li>To consider the expressive use of dynamics</li> <li>To consider the presentation and delivery of a class performance.</li> </ul> <p><b>Start to play the recorder.</b> <b>House Music Competition</b> <b>Open day Concert.</b></p>	<p>Class topics: - Coasts.</p> <p>MUSIC Unit 13 “Painting in sound”</p> <ul style="list-style-type: none"> <li>To know that music can describe pictures and moods</li> <li>To relate sounds to visual images and select appropriate instruments</li> <li>To know how sounds can be combined to make textures</li> <li>To know how mood and emotion can be illustrated in music</li> <li>To know how pitched sounds can be combined</li> </ul> <p>Recorder Lessons. <b>House Music Competition</b> <b>Open day Concert.</b></p>	<p>Class topics:- Rainforests</p> <p>MUSIC QCA Unit 21 Exploring musical processes.</p> <ul style="list-style-type: none"> <li>How music is composed from a variety of different stimuli.</li> <li>Sing a variety of songs from “The Emerald Crown” – a mini musical based on the rainforest.</li> <li>Play accompaniments to the songs using recorders, tuned percussion and orchestral instruments.</li> <li>Recorder.</li> </ul> <p><b>House Music Competition</b> <b>Open day Concert.</b></p>	<p>Class topics: - The Highway Man.” “Macbeth.”</p> <p>MUSIC Unit 21 “Exploring Musical Processes.”</p> <ul style="list-style-type: none"> <li>Create music to accompany the poem “the Highway man.”</li> <li>Explore African music.</li> <li>Take part in drumming workshop with Russell Abraham from JCG.</li> <li>Organize House Music and begin rehearsals.</li> </ul> <p>Recorder lessons. <b>House Music Competition</b> <b>Open day Concert.</b></p>

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Year 3 Summer	Year 4 Summer	Year 5 Summer	Year 6 Summer
<p>Class topics:- Around the world</p> <p>MUSIC Unit 13 “Exploring Sound Colours.”</p> <ul style="list-style-type: none"> <li>• That music , like pictures, can describe images and moods.</li> <li>• To relate sounds to images.</li> <li>• How sounds can be combined to make textures.</li> <li>• How sounds can be used expressively.</li> </ul> <p>Recorder lessons.</p> <p>Performance: Class Assembly .</p>	<p>Class topics:- The Neolithic</p> <p>MUSIC Unit 14 “Exploring Symbols.”</p> <ul style="list-style-type: none"> <li>• Learn about musical symbols.</li> <li>• How an ostinato pattern can be used in composition.</li> <li>• To set words to music.</li> <li>• How to present a performance.</li> </ul> <p>Recorder Lessons. <b>Class assembly.</b></p>	<p>Class topics “The Aztecs.”</p> <p>MUSIC- Unit 20”Stars Hide your Fires.”</p> <ul style="list-style-type: none"> <li>• Sing confidently and with expression.</li> <li>• Improve diction and sing in 2 parts.</li> <li>• Rehearse individually and as a class.</li> <li>• How to refine and improve a performance</li> </ul> <p>Recorder Lessons.</p> <p><b>Class assembly.</b></p>	<p>“Performing Together” QCA Unit 20. Performances.</p> <p>Year 6 Musical Production.</p> <ul style="list-style-type: none"> <li>• To prepare for performance</li> <li>• Sing with confidence and expression.</li> <li>• Improve diction and sing in 2 parts.</li> <li>• Achieve a high quality performance.</li> </ul> <p><b>Leaver’s assembly.</b></p>

