## Image result for church lane primary school

## Church Lane Primary School and Nursery

## Music Policy

*“I think music in itself is healing. It’s an explosive expression of humanity. It’s something we are all touched by. No matter what culture we’re from, everyone loves music.” ― Billy Joel*

*“Music touches us emotionally, where words alone can’t.” ― Johnny Depp*

*“Music is the great uniter. An incredible force. Something that people who differ on everything and anything else can have in common.” ― Sarah Dessen*

## Intent

Our intention at Church Lane Primary School and Nursery is to develop children’s love of music and its different styles and Genres. We intend to develop this love through teaching children to listen, sing, play, evaluate, analyse, and compose music using a variety of apparatus. We aim for children to develop a curiosity for the subject, as well as an understanding and acceptance of the power and importance of all types of music and the impact it can have on different people’s lives.

**We will ensure that our intention is met through:**

* Giving every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions
* Developing an understanding of musical traditions and enhance performance skills by learning and performing music from a variety of cultures.
* Giving children the opportunity to perform music both vocally and with instruments in front of an audience
* Encouraging the children to explore a wide range of sounds
* Giving them the opportunity to compose music and express their ideas and feelings through music
* Experiencing listening to music from a variety of cultures and periods in time
* Developing a child’s appreciation of the richness of our musical heritage
* Providing an array of performance opportunities so children can feel part of a community.
* Being motivated to enjoy and succeed in music
* Encouraging children to express ideas and opinions about music
* Giving each child the opportunity to develop their musical talents
* Developing an appropriate vocabulary to help them understand and discuss their own work and that of others

## Music Curriculum Key stages 1 & 2

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014:

**Key stage 1**

Pupils should be taught to:

* use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* improvise and compose music for a range of purposes using the inter-related dimensions of music
* listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* develop an understanding of the history of music.

## Music Curriculum Early Years Foundation Stage

The Early Years Foundation Stage curriculum is based on seven areas of learning aiming to promote all aspects of a child’s development. Music comes under the ‘Expressive Arts and Design’ area of learning within ‘Exploring and Using Media and Materials’ and ‘Being Imaginative’. The EYFS curriculum starts from birth and children progress though each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. The assessment for the EYFS is formative. The Early Learning Goals relating to music are:

Exploring and Using Media and Materials

*Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*

Being Imaginative

*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.*

During the Early Years Foundation Stage, children explore, experiment, practice, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

## Principles of Teaching

* The Music Curriculum has been developed to integrate national guidelines with class topics and themes (cross-curricular links)
* Music is taught throughout Early Years Foundation Stage, Key Stage 1 and Key Stage 2.
* Each class (Year 1 to Year 6) will deliver at least one hour of music every fortnight. This will be delivered by a specialist music teacher, the class teacher or through using the Churanga music programme for which the school is a member.
* All pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations. A mutual respect and tolerance for all cultures will be promoted through the study of music.
* During music lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by the teacher or pupils) appropriate to the task set. Children have the opportunity to work in groups of both mixed and same gender and ability.
* Pupils with special educational needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability.
* Children who demonstrate a talent for music through musical skills beyond their age will be given extra challenges through differentiated work, questioning and homework, and through extra-curricular activities and performing opportunities.
* Children are encouraged to use their own instruments, including the Ocarina, during composing activities.
* Pupils’ achievements are celebrated in display and performance opportunities. We celebrate the musical ability of all pupils, including those with musical talent, through regular performances Christmas performances and Church Lanes got talent. Annual community events include singing at Oakdean and Ashdene nursing home and singing at various events with the Collaborative choir.

## Role of the Music Coordinator

* + Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile at the School.
  + To update and administer school music curriculum and oversee its implementation by other staff.
  + Keep up to date with developments in music through reading and course attendance etc.
  + Report back on courses attended.
  + Advise and support staff with music.
  + Regularly review and update the school policy statement and guidelines as required (outlining the aims, objectives and philosophy involved in music).
  + To organise concerts for children to attend and organise concerts and workshops for children in school.
  + Coordinate extra-curricular music activities as appropriate to staffing and pupil interest.
  + To organise regular concerts, both formal and informal and encourage pupils to make the best use of these performance opportunities.

## Assessment, Recording and Reporting

Teachers will assess children in music using the Itrack assessment system at the end of each academic year. However school also recognize that musical achievements can will appear in many shapes and forms therefore AfL is an integral part both of teacher’s assessment and of pupil’s self- assessment*.*

Appraisal sessions, where the children are discussing the progress of their own work and that of others, highlight important stages in a child’s musical development. This format offers the children opportunity to focus on their own needs for areas of development and can encourage them to explore new ideas and musical paths on which to travel.

Other assessments take place in the form of short but precise formative records which show the progress that individuals have made and the specific musical learning that has taken place. It is important for both teacher and pupil to make an assessment of the finished product.

Policy written: September 2019

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Review Date: September 2021