



A place to shine ...

***Let light shine out of darkness and God's light shine in our hearts
2 Corinthians ch4, v6***

Music policy and Guidance

Consultation that has taken place	Summer Term 2019
Date formally approved by governors	Summer Term 2019
Date policy became effective	Summer Term 2020
Review date	October 2021
Person responsible for implementation and monitoring	Angela Kirtley

"Sing to him, sing praises to him; tell of all his wondrous works" (Psalm 105 verse 2)

Rationale

At Central Walker Church of England Primary School we work together to provide a safe and happy school where the Christian values of Respect, Love, Honesty, Courage, and Fairness underpin our curriculum and scaffold our vision.

In their time at Central Walker Church of England Primary School, our children will develop the tools to access learning in many different ways. They will understand how they think and how they learn, leading to self-confidence and high self-esteem. Our staffs have high expectations and focus on creativity to develop enquiring minds. We enable children to think, hypothesise and reflect. We endeavour to equip them with the skills necessary for Life's journey.

Music is a gateway to a variety of different experiences, as well as providing an opportunity for merging the communication skills fostered in group and class performances with other social skills which are needed to work with others in producing this work. At Central Walker Church of England Primary School we believe that it is very important for every child to have the opportunity and support necessary to participate in this creative activity and to take optimum advantage of his/her natural abilities, interest and enthusiasm regarding music.

The inclusion of music in the curriculum promotes the development of self-esteem, self-confidence and self-discipline.

This policy should be seen in the context of the following documentation:

- Every Child Matters
- Central Walker Church of England Primary School Teaching and Learning Policy
- National Curriculum
- Central Walker Church of England Primary School Vision Statement

Aims

- To enrich our children's lives through music.
- To encourage children to enjoy musical activities and to provide them with the basic skills and confidence to participate in musical activities with personal satisfaction.
- To provide children with a means to express ideas and feelings through music.
- To develop a sensitive response to music.
- To assist each child to develop self confidence and a positive self image.
- To promote positive attitudes and enthusiasm for music in all aspects of school life.
- To provide a curriculum that progressively develops musical skills, concepts and knowledge.

Guidelines

The Teaching of Music

At Central Walker Church of England Primary School music is taught by the class teacher. However, the coordinator or a colleague with expertise in music may be called upon to provide additional support.

Many specialists from outside agencies attend the school at various times across the school year to complement and support the curriculum we offer.

Over the whole year class teachers ensure that all children have equal access to the required amount of music time.

Classes are encouraged to follow Music Express. This scheme of work is very detailed and offers substantial support for the non-specialist.

Effective teaching will improve the singing, playing, composing, listening and appraising skills of the individual.

Within any one class, children are given the opportunity to work as part of a group, individually or as a whole class. The choice of organisation will be determined by the teaching focus, the learning task and the resources being used.

Some children receive specialist music tuition, eg guitar lessons.

Key Concepts, skills and attitudes

- Discuss and appraise musical activities through experiencing both live performances and recorded music by peers and professional musicians.
- Explore the main elements of music.
- Compose and perform music for a variety of purposes and audiences.
- Write their own musical compositions using symbols to record these.
- Explore and experiment with a variety of sounds and silence.
- Learn and join in with a wide variety of songs and rhymes.
- Discover and explore links between music and other subjects.
- Respond to a wide range of music.
- Excellence is celebrated regarding methods of process, creation and performance through weekly celebrate assemblies, displays of work in classrooms and around the school and participation in competitions and exhibition.

Name of Music Lead

Francesca Cunningham

Arrangements for Planning

The responsibility for coordinating planning across the key stages is with the subject lead. The class teachers are responsible for developing units of work for their year groups into medium and short term plans with the help of the music lead as necessary.

Arrangements for Monitoring the Delivery of the Curriculum

It is the class teachers' responsibility to discuss with the music lead, whenever necessary, the progression in planning. Progression in planning should be evident through:

- units of work
- from term to term
- in pupils learning

It is the role of the Head Teachers and the Music Lead to monitor the quality of teaching and learning.

It is the Music Lead's responsibility to review the progression according to the timetable set out at the beginning of the academic year. The information and data should be reviewed with:

- the class teacher
- the Lead for Assessment, Recording and Reporting (if necessary).

Quality of Teaching

Effective teaching should improve the singing, playing, composing, listening and appraising of individuals.

Teachers will:

- give pupils the opportunity to demonstrate a broad range of achievement at levels which exceed the teachers expectations in music;
- plan lessons to reflect the general requirements for the National Curriculum Programme of Study;
- ensure that lessons are long enough to allow pupils to develop and refine compositions and performances and are sufficiently frequent to permit progression across the National Curriculum;
- ensure that accommodation is managed so pupils can compose and perform without being disturbed.

Quality of Learning

Attention will be given to the progress which pupils make in composing, performing and appraising music. Good learning in Music is where pupils engage in musical activities which build on their achievement inside and outside school and which have the scope to move them forward. When composing, pupils should be able to decide which instruments and voices are needed, experiment to find various techniques and select and organise their musical ideas to form compositions which meet requirements. When appraising music, pupils should listen with attention and ask, as well as answer, questions.

ALLOCATION OF RESOURCES

The Music Lead will carry out an annual audit, and identify the resources needed to support the delivery of the programmes of study for Music in the National Curriculum.

The school's arrangements for Staff Development

It is the responsibility of the music coordinator to identify staff development needs which are required to deliver an effective music curriculum. In-Service training for teachers without a specialism in music, will take place on a regular basis, either in the form of the music coordinator holding workshops to give other members of staff ideas of how to implement music in the National Curriculum, or visits from advisers or known music groups. Staff will also be given the opportunity to attend courses to update their knowledge of music.

Assessment, Recording and Reporting Arrangements

Assessment - Formative/summative

Much valuable assessment can be carried out informally by observing pupils while they are engaged in learning activities, and by talking to them about what musical activity they are doing.

Assessment will be carried out via a variety of methods, depending upon the attainment target to be assessed. Regular reviews of the children's progress and attainment will be carried out using appropriate documentation and retained as evidence.

Reporting

Reporting to parents is done on a termly basis through interviews and annually through a written report.

Special Educational Needs Provision

The programme of study for each of the key stages in Music, should be taught to the majority of pupils in ways appropriate to their abilities. For the smaller number of pupils who may need the provision, materials will be selected where necessary to enable these children to progress and demonstrate their achievements through musical activities.

Health and Safety

See Health and Safety Policy for guidance on trips out of school.

Community Links

Parents are always welcomed into school to support any musical event which takes place, and we always appreciate their support.

Cross Phase Links

The Music Lead should ensure that the children's records of progress and achievement for this area of the curriculum provide the right information, which reaches the right people at the right time, for action to be taken. When such information is received by the school, it should be used to inform the work planned for the children. Curriculum continuity is vitally important

