



# Guyhirn Church of England Primary School & Pre-school

*Member of the Diocese of Ely Multi Academy Trust*

This policy was ratified in:	May 2016
Reviewed:	February 2019, 2020
To be reviewed:	March 2022

## Music Policy

### Our Vision

**Agape – To live, to learn, to love together**

Through our Christian values we aim to inspire all of our school community to show equality and tolerance to all in a safe, challenging environment.

Developing resilient, aspirational and compassionate individuals who are enthused by all faiths and lifestyles showing faith and belief in one another.

“Live in agreement with one another. Do not be proud but ready to mix with everyone. Do not think yourself better than others.” - Romans 12:16

“An intelligent heart acquires knowledge, and the ear of the wise seeks it out.” - Proverbs 18:15

“Love the Lord your God, and love your neighbour as yourselves.” - Matthew 22:37

### Our Values

We are a small, family centered Church of England Primary School that is committed to promoting our Christian values of Thankfulness, Compassion, Creativity, Peace, Hope, Endurance, Forgiveness, Tolerance, Kindness, Respect, Trust and Friendship each linked with the core value of Love.

We are determined to create an inclusive culture of learning where everyone will be challenged in their thinking, to succeed to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world’s sustainable future.

## **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning at Guyhirn C of E Primary School. It was developed in consideration of the demands of the 2014 Curriculum.

## **What is Music?**

Music is an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and colour. The tones or sounds employed, occurring in single line (melody) or multiple lines (harmony), and sounded or to be sounded by one or more voices or instruments, or both. It is also musical work or compositions for singing or playing and the written or printed score of a musical composition.

## **Aims and objectives**

At Guyhirn C of E Primary School we believe that music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

## **Teaching and learning style**

At Guyhirn C of E Primary School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. Children also learn how to work with others to make music and how individuals combine together to make sounds. We also teach them simple musical notation and how to compose music.

## **Music curriculum planning**

We teach music throughout all years in school including EYFS as an integral part of the topic work covered during the year, using Charanga digital resources alongside other appropriate materials. As the reception class is part of the Early Years Foundation Stage, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit using Charanga, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. Key learning is taught through the strands of: performing, listening, creating, and knowledge and understanding; coverage of the musical elements are encompassed through these areas.

The individual teacher should determine how the curriculum should be delivered in the classroom. Teaching styles and classes vary and what may be appropriate in one situation may not necessarily work in another. The range of teaching methods to meet the different abilities of pupils will include:

- Knowledge/instructions given by the teacher
- Questions and answers
- Singing a variety of different songs from different genres.
- Teaching children to play instruments throughout all year groups.

## **Cross Curricular Links**

Whenever possible and appropriate cross curricular links should be identified. The class 'topic' for each half term will be considered in regards to using a song that will link to it.

## **Special Educational Needs**

Pupils with special needs will have the same Music entitlement as any other pupils.

Teachers need to ensure that the curriculum meets the needs of all the pupils.

Differentiation is the process of planning and teaching in ways which give all children the opportunity to show what they know, understand and can do. There are a number of strategies for differentiation:

- Differentiation by task
- Differentiation by outcome or result
- Differentiation by a carefully scaffolded sequence of activities
- Differentiation by recording
- Differentiation through questioning

## **Equal Opportunities**

All children will be given access to Music irrespective of race, gender, creed and level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Music.

## **Assessment and Recording**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Teachers will use their professional judgement to determine the most effective methods of gathering evidence of pupils' progress, which will form the basis of an annual written report to parents. Gathering evidence of pupils' attainment allows teachers to identify what has been learnt and identify ways of overcoming difficulties and establish a basis for further planning.

Formative assessment can be made from a range of sources:

- Any written work
- Spoken activities

- Children's ability to play instruments, keeping in time and ability to identify rhythm.
- Group activities
- Audio and video recording
- Photographs
- Comments from other people e.g. TAs in classrooms.

There is no statutory teacher assessment in KS1 and KS2 for Music, however, we do use the multi-tick option on pupil asset to ensure coverage and consistency across the school.

#### Subject Coordinators role

The subject coordinators will:

- Take the lead in policy development
- Take the lead in implementing the curriculum topics to ensure progression and continuity across the school
- Support colleagues in the development of detailed plans and the implementation of the units of work
- Support colleagues in assessment and record keeping activities
- Monitor progress in Music and advise the Head Teacher on action needed
- Take responsibility for the purchase and organisation of central resources
- Keep up to date with developments in Music education and disseminate information to colleagues as appropriate
- Promote positive Musical information

#### Health and Safety

Hygiene of instruments is particularly important in Music. All instruments are disinfected before first use and labelled so each child has an individual instrument. Instruments will be wiped after each use and disinfected again at the end of a unit.