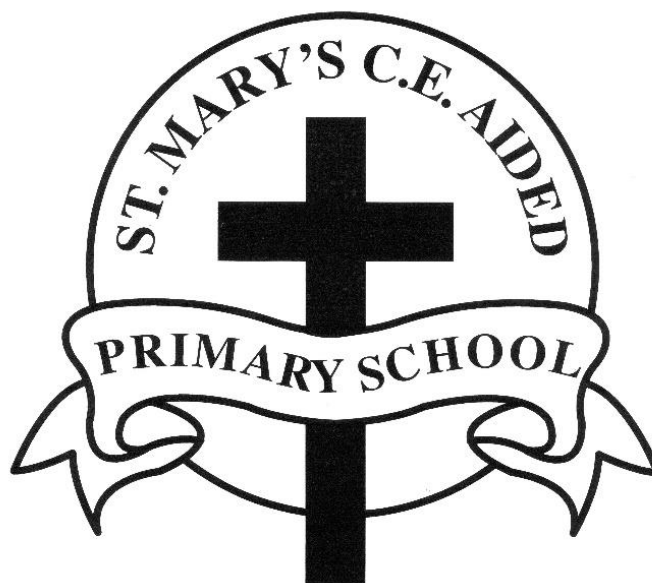




Policy:	Music
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Key changes/notes:
There are no material changes from the previous version from 2022

Statutory Requirement:	No
Proposed Renewal Cycle:	Two years
Proposed annual review authority:	Head Teacher
Policy Section:	Curriculum

Let the children come to me and do not hinder them, for the kingdom of God belongs to such as these." (Luke 18:16)

This policy is based upon our Christian values of thankfulness, respect, honesty, love and resilience.

Intent

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave St Mary's CE (VA) Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

Implementation

At St Mary's CE (VA) Primary School we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically. We use specialist teachers and workshops to encourage and develop an interest in music.

Impact

Children will:

- enjoy and appreciate a wide variety of musical styles;
- explore how sounds are made, and how music is produced by a variety of instruments;
- develop imagination and creativity;
- build a sense of pulse and rhythm;
- understand a range of musical vocabulary;
- develop the interrelated skills of composition, improvisation, performance and appreciation;
- enjoy a wide range of songs and sing in tune;
- develop positive attitudes and to experience success and satisfaction in music.

Teaching and Learning Music in the Early Years

We teach music in Nursery and Reception classes as an integral part of the programme of study for early Years Foundation stage covered during the year. As part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. Nursery and Reception classes also listen to a variety of musical styles and genres, and take part in musical workshops.

Key Stage One and Two Curriculum

Our curriculum progression document explains how we cover the curriculum for music across the school.. This document has an integrated, practical, exploratory and child led approach to musical learning. The learning within this is based on:

- Listening and Appraising,
- Musical Activities (including Creating and Exploring)
- Singing and Performing.

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

Additional music teaching

Children in Years 1 and 2 have a weekly lesson in the recorder. There is also a Key Stage 2 choir which children are encouraged to join. In Key Stage 2 all children play either the piano or violin, and have a weekly small group or individual lesson in this. We hold regular concerts for parents and guests; and enjoy listening to music performed for us by other schools and musicians.

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings are made of live musical performances for the children to use as self-assessment. On completion of a piece of work, the teacher will assess the work and give oral feedback. Older and more able pupils are

encouraged to make judgements about how they can improve their own work. Individual teachers will keep samples of children's work in music for their own evidence. The progression document will enable teachers to assess whether children are working below, above or within the expected level at the end of each year.

Equal opportunities

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN. and equally the more able and Gifted and Talented children. Adaptions will be made for pupils with disabilities. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class, ability or whether they are disabled students. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

Inclusion

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.