



Music Policy

Condovery and St Edward's CE Primary Schools

Last Reviewed: October 2020

Next Review: October 2022



Rationale

- Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.
- Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels.
- Music can be a lifelong source of pleasure. It is education for life.

Aims

To encourage all pupils to:

- develop musical skills and concepts through listening, appraising, performing and composing.
- develop social skills through co-operation with others in the shared experience of music making.
- develop an understanding of musical traditions and developments in a variety of cultures.
- be motivated to enjoy and succeed in music

Music and the National Curriculum

- Music contributes to the wider aims of Primary Education including, literacy, ICT, P.E, Art, P.S.H.E. and citizenship.
- Music can develop skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work skills – e.g. listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.
- The school policy is to plan from the National Curriculum and Foundation Stage Guidance supported by the detail of QCA, the Charanga music scheme and BBC Ten Pieces.

Pupils' Experiences

In Music, opportunities will be created for pupils to:

- listen, appraise, perform and compose in a variety of genres, styles and audiences.
- undertake a balanced programme of activities.
- work individually, in groups or as a whole class
- make appropriate use of I.C.T. to create and record music
- make use of outside agencies, peripatetic teachers, music concerts etc
- make use of audio/visual material
- record findings in a variety of ways.
- to learn one musical instrument in whole class ensemble lessons



- to participate in small group or individual musical tuition on chosen instrument using peripatetic music teachers.
- to perform to wider audiences of parents, local community and other schools at end of year productions/services, assemblies and Christmas shows.

Equal Opportunities

- We aim to give every pupil the opportunity to enjoy a variety of musical activities.
- Staff will create an environment that challenges stereotypes and supports the appreciation of other cultures.
- All pupils will have an equal opportunity to reach their full potential across the music curriculum regardless of their race, gender, cultural background or special needs.

Assessment and Record keeping

- Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation. Each term, at least 3 pieces of evidence will be recorded and saved in the appropriate class folder.
- Annual reports for parents - children will be assessed as either working towards, expected or greater depth

Resources

- Various subscriptions and on line platforms which provide a vast range of music.
- Instrument trolley/ cupboard to include class set of glocks, class set of ukuleles, piano and a variety of tuned and untuned percussion (see full inventory under resources)
- Specialist music teachers on various days throughout week

Health and Safety Issues

- Using instruments appropriately.
- Electrical equipment will be inspected regularly.

Role of the co-ordinator

- Take a lead in policy development
- Plan the sequential progression of DT teaching across the school
- Monitor the effectiveness of the teaching of DT
- Support colleagues, including induction of teachers new to the school.
- Attend and provide CPD
- Make resources available for a range of purposes. • Liaise with other teaching staff regarding opportunities for children to participate in activities outside school.

Monitoring the policy

The Subject co-ordinator will monitor the implementation of the policy regularly.