

## Clewer Green CE First School

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Headteacher: Mr M Tinsley



### **'Inspiring Children'**

Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

***'I can do all things through him who strengthens me'***

***Philippians 4:13***

## **MUSIC POLICY**

### **Aims**

Our aim, in line with our distinctively Christian values, is for every child to have the support that they need and, by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

Music is an important part of life both inside and outside Clewer Green. We wish to inspire our children through opportunities to listen to and take part in all kinds of music, whether singing or playing instruments, and to develop confidence through performance, either individually or with others. We aim to enable all children to enjoy and have positive attitudes towards this subject, and to create inspiring and sustainable musical opportunities throughout their time at the school.

### **Music Policy Introduction**

Clewer Green recognises the vital contribution of Music to a child's cognitive, social, and emotional development, as well as its value in developing spiritual and communal life. It is key in allowing children to express their feelings and ideas freely, and to embrace different cultures and genres. Music provides an opportunity for individual excellence as well as a powerful way to promote and sustain teamwork through performers coming together using a universal language.

### **School Staff**

To promote confidence and competence within Music;

To encourage pupils by believing that every child, with hard work, can be good at different aspects of Music;

To engage and inspire musical progress through discussion and experimentation, decision-making and applying their musical skills in a range of contexts, including other subjects;

To promote the idea that within this curriculum, there are a variety of correct answers and different interpretations;

Through the variety of opportunities that Music offers, children can develop a sense of personal achievement, individual achievement, teamwork and an understanding of the ways in which Music can transcend social and cultural boundaries;

To provide ample opportunities to both sing and play a variety of instruments within a class environment or for a larger audience;

To promote the correct language of Music, to understand and explore how music is created;

To promote a range of activities which will provide children with a broad base of musical knowledge and experience, skills and understanding, which they can refine and expand upon.

To provide opportunities to review and evaluate music from a variety of styles, genres, traditions and historical periods;

To encourage children of all abilities to join clubs and ensembles with the aim of extending their interest and involvement in music;

To develop the skills and expertise of staff to provide better coaching and advice to pupils across the whole Music curriculum.

School Staff also acknowledge that participation in Music have other additional benefits which should help to:

- develop a love of Music in all forms.
- develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
- develop fluency in thinking.
- develop confidence in skills and abilities.
- develop mathematical ability through the rhythmic quality of music, keeping time, counting sequences.
- realise that the music can be fun and energise other things in life.
- create and plan output for mutual benefit.
- develop a sense of teamwork.
- develop decision making and problem-solving skills.
- develop creative thought and individual expression
- develop an increasing ability to select, link and apply skills, technique and compositional ideas.
- develop the ability to communicate non-verbally with the body and develop physical control.
- improve observational skills, the ability to describe and make simple judgements, and to use this knowledge and understanding to improve performance.
- understand that using correct techniques will improve accuracy and performance.
- enable performance evaluation and the ability to act upon constructive criticism.
- benefit children with special needs as a pleasurable and non-threatening experience.

## **Children**

To develop an enjoyment of learning through a range of musical activity and self-expression;

To develop confidence and competence with Music;

To develop the ability to solve problems through connecting ideas, decision-making and applying their musical skills in a range of contexts;

To take part in a range of activities which will provide a broad base of knowledge through listening, singing and playing;

To try to join clubs and ensembles with the aim of extending their interest and involvement in music;

To understand the importance of Music in everyday life;

To foster positive attitudes towards Music by developing pupils' confidence, independence, persistence and co-operation skills

## **Parents and Carers**

To be understanding and supportive of our aims in learning and teaching Music.

To attend and contribute to Parent Consultation Meetings.

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To support and encourage their children in a range of musical activities.

To praise their children for the good things that they do in Music.

To communicate and work with school whenever further support is needed to develop their children's Musical skills.

To make Music part of children's everyday lives.

### **Governors**

To be understanding and supportive of our aims in the learning and teaching of Music and to review this policy every three years.

### **Subject Leader**

The role of the Subject Leader is to provide professional leadership and management in Music in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas; strategic direction and development; learning and teaching (including planning and marking and presentation); leading and managing staff; and efficient and effective deployment of staff and resources.

The Subject Leader will train and coach staff on Music within the school and keep up to date with developments.

The Subject Leader has regular discussions with the Head Teacher and other senior leaders about learning and teaching in Music and provides a subject overview of the strengths and weaknesses of Music within Clewer Green School on a yearly basis.

During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

### **Implementation of the Music Policy**

#### **Foundation Stage organisation**

Our Foundation Stage teachers use the Early Years Foundation Stage Curriculum to support their teaching of Music in the Foundation Stage.

Opportunities will be provided for children to listen to a variety of music; listening to and performing through song, dance and playing non-tuned instruments to develop their physical co-ordination and emotional expression

The children explore, enjoy, learn about, and perform Music in a range of situations, including class assemblies and an annual Nativity play.

Music is planned on a weekly basis and assessed using the criteria from the Early Learning Goals.

#### **Key Stage 1 and 2 organisation**

Children in KS1 and KS2 are taught Music for approximately 1 hour a week in mixed ability class groups.

In KS1 the curriculum focuses on using voices to sing expressively and listening with concentration to live and recorded music. Curriculum content includes playing tuned and non-tuned instruments; experimenting and combining sounds.

At KS2 pupils will continue to apply and develop their musical skills with increasing accuracy, fluency, control and expression. Classes will begin to introduce musical notation, and improvise and compose for a variety of purposes.

All classes will incorporate Music into annual class assemblies. In addition, Years 1 and 2 will perform in their own musical Nativity Plays, Year 3 will take part in a musical Easter production and Year 4 will lead the annual KS2 Carol Service held in church. Year 4 also perform in an End of Year musical production.

## **Whole School**

All children will come together for weekly singing assemblies. In addition, there are special assemblies throughout the year to celebrate occasions such as Christmas and Easter which will take place either at school or at church.

## **Instrument Tuition**

All parents have the option of purchasing additional musical tuition for their children, in recorder and/or orchestral woodwind instruments starting in KS1 and provided by Berkshire Maestros. These lessons take part within the school day. In addition, all Year 4 children receive free tuition in either trumpet or trombone throughout the year.

## **Planning**

Long, medium and short term plans are produced by each teacher and agreed with the Headteacher. Teachers liaise closely to ensure that the planning meets the requirements laid down in the current guidelines.

## **Assessment**

Assessment is an integral part of teaching and learning and is a continuous process. Teachers assess pupils through:

- making observations.
- asking questions and listening to answers
- analysing performance of skills and picking up on misconceptions

These ongoing assessments inform future teaching and planning.

## **Cross curricular**

Opportunities are used to draw Music experiences out of a range of activities in other subjects e.g. Topic, Literacy and Dance

## **Homework**

Children are encouraged to take part in musical activities across a broad range of options

Reviewed: November 2021

Next Review: November 2022

\_\_\_\_\_ Date \_\_\_\_\_

Sarah Langley, Chair of Governors, Clewer Green CE First School