



ST ANDREW'S CE PRIMARY SCHOOL
MUSIC POLICY
(REF: Teaching and Learning Policy)

Our Vision

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Creativity and Perseverance in mind.

The Nature of Music Education

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and can play an important part in personal development. Music reflects the culture and society that we live in and the teaching and learning of music enables children to better understand the world in which they live. Besides being a creative and enjoyable activity, music can be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. Music is a 'hands on' subject in which pupils have the experience of listening to, evaluating, composing and enjoying making music of a high standard. St. Andrew's CE Primary School provides opportunities for the children to develop the skills to appreciate a wide variety of musical forms; to begin to make judgments about the quality of music; to develop the skills to use a variety of percussion instruments competently; to learn to read musical notation and to play the recorder.

Children's musical ability and experience can vary greatly but everyone can sing and can learn to improve their singing, affording them a satisfying means of expression. Work on this leads to participation in in-house staged productions, exciting musical activities away from school, church services and recitals. All children are given the opportunity to learn a musical instrument in year 3 through the First Access VIP scheme from the Oxfordshire County Council Music Service.

Music should draw on the child's knowledge and experience from other subject areas particularly Literacy, Numeracy, Science, Geography, History, PSHCE, PE and IT.

Music offers a relevant, enjoyable, spiritual and creative experience for all children.

The aims of Music teaching

To enable children to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

Curriculum Rationale

Our vision is central to the curriculum at St Andrew's, linking why and how we teach, to provide positive outcomes for all children.

Intent of Music Curriculum

Article 29 - develop every child's personality, talents and abilities to the full.

Article 31- take part in a wide range of cultural and artistic activities.

Implementation of Music Curriculum

- Provide children with a breadth and range of musical experiences
- Provide opportunities for children to increase confidence, sensitivity and creativity in their music making.

Impact of Music Curriculum

- Children are able to listen to and appraise a wide range of musical styles.
- Children participate in a wide range of musical activities.
- Children develop their knowledge, understanding, skills and abilities in making music.

Planning

At St. Andrew's CE Primary School, we teach the knowledge, skills and understanding set out in the National Curriculum. We use the Charanga (Oxfordshire Music Online) scheme of work and Music Express as the basis for our planning and also adapt these according to the children's learning needs and interests and in order to link with other areas of the curriculum. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in Music in three phases: long-term, medium-term and short-term. The long-term plan maps the Music topics studied in each term during the year. The children may study Music topics in conjunction with other subjects. The medium term plans give details of each unit of work for each term. The Music leader keeps and regularly reviews these plans. The short term plans are written by the class teacher and are a plan for each lesson. These plans include the specific learning objectives for each lesson and the tasks/activities to be carried out. The short term plans are kept by the teacher and are discussed with the Music Leader on an informal basis. Annotated plans for each year group are collected at the end of each term and evaluated in order to identify areas for development.

Our music planning incorporates three aspects of progress:

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in the children's music making.

The Foundation Stage

Music is taught in EYFS as an integral part of the topic work covered during the year. Musical aspects of the children's work are related to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. 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.

Equal Opportunities and Inclusion

At St. Andrew's CE Primary School, we teach Music to all children, whatever their ability. Music forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Pupil Profiles.

(ref: Equal Opportunities, SEN policy)

Assessment, Reporting and Recording

Teachers assess children's progress in a variety of ways:

- By making judgments as they observe them during lessons
- Through specific assignments for specific pupils
- In discussions when children are encouraged to appraise their own progress
- In group discussion during practical activities

The teacher makes a summary judgment about the work of each pupil in relation to the National Curriculum 2014 attainment targets and records this in the year group's foundation subject assessment grids. These are monitored by the subject leader and passed on the next teacher at the end of the year. Examples of children's compositions and performances are recorded on video and kept by the subject leader to monitor and ensure progression throughout the school. There is an opportunity for parents to receive an oral report on their child's progress twice a year at parents' evenings and there is also a written report annually.

Resources

Each Key Stage has a wide range of tuned and untuned percussion instruments stored in a trolley for easy transport to each class. Each class also has a CD player and digital projector to allow playback of music and video. There is video recording equipment available to record children's work and to allow children to appraise their own performances and progress. There is a piano in each building and a drum kit in the Music Room in Benton. Each class teacher has access to the online resources of Charanga and each year group has the relevant copy of Music Express with accompanying CDs.

Health and Safety

Teachers must be familiar with the current health and safety regulations relating to Music and carry out risk assessments as and when appropriate. Teachers must ensure that children are aware of important health and safety issues when participating in particular activities and using particular instruments.

(ref: Health and Safety Policy)

Monitoring and Review

The Music Leader shares the responsibility with the Deputy Headteacher (Teaching and Learning) and Headteacher for monitoring standards of children's work and for the quality of teaching in Music. The work of the Music Leader also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Music Leader meets the link governor regularly to discuss the development of Music in school. The Music Leader has non-contact time allocated in the monitoring schedule for lesson observation to monitor the quality of teaching and learning in Music.

Extra-curricular activities

We believe that music enriches the lives of people and so we wish to involve as many children as possible in musical activities. Children have the opportunity to take part in a wide range of musical events throughout the year including EYFS, KS1 and Year 3 Christmas performances, Year 4 and 5 Performance at Easter and the Year 6 performance in July. Choirs take part in various events throughout the year including the Thame Festival of Christmas Music, Young Voices and Dorchester Festival of Voices as well as local community events such as School Fairs and St Andrew's Church Christmas Tree Festival.

Joyful Music and independent music teachers provide individual and/or group piano, recorder, wind, brass, ukulele, guitar and drum tuition. The Oxfordshire County Music Service provides tuition for stringed instruments, and for those children who wish to continue from the First Access VIP programme.

Children who learn instruments have regular opportunities to perform playing entry and exit music for KS2 singing practice in addition to special occasions, for example, Harvest Festivals and Open Mornings. Ensembles and group collaborations are encouraged. Music Recitals are held twice a year to celebrate children's progress and achievement.

Date: November 2019

Review November 2022

Signed:.....(Chair of Governors)