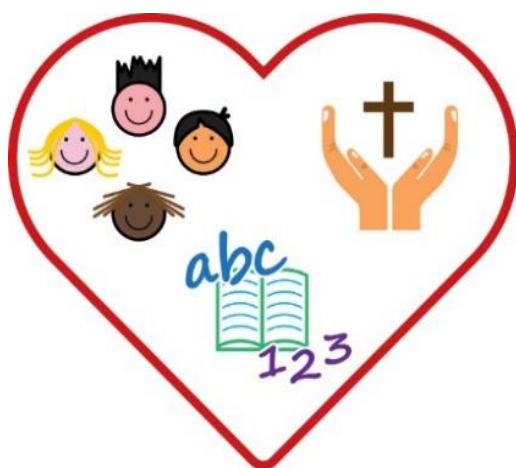


# ST. MATTHEW'S C.E. PRIMARY SCHOOL & NURSERY



## MUSIC POLICY

Reviewed: June 2020  
By: K Harling

## St Matthew's Church of England Primary School and Nursery

### Music Policy

#### Mission Statement:

St. Matthew's C.E. Primary School and Nursery is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

#### Vision Statement:

Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.

We can all '**Be blessed by God, be happy and aspire to be...**'

"Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon."

National Curriculum

In this school, music education will be taught in accordance with the National Curriculum for music and follows the purpose of study set out.

#### Purpose of study

##### **Aims**

The national curriculum for music aims to ensure that all pupils:

- 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 notations.

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### **Subject content**

#### Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Teaching of music should ensure that listening and applying knowledge and understanding are developed through the interrelated skills of performing, composing and appraising.

Children should experience a breadth of study that involves types of activities that enable the above skills to be covered and should be exposed to a range of music, including live and recorded, from different times and cultures.

### **Teaching and learning**

All children will follow the 'Charanga' scheme of work. This scheme ensures progression of skills as well as a thorough coverage of appropriate content.

Music will be aimed to be taught for 5% of the timetable (approx. 1 hour per week). This will be supplemented by singing in collective worship and wider opportunities; all year 5 children will have the opportunity to learn an instrument (currently ukulele), year 2 children to learn the recorder and all children will participate in whole key stage productions (Autumn term – Reception and KS1, Spring term – LKS2, Summer term – UKS2). Extra curricular opportunities will be provided through participation in annual events including 'Young Voices' and 'St. Matthews' Got Talent'.

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### **Links to other subjects**

Although music will be taught discretely, there may be opportunities to link it specifically to certain subject-based topics. These topics include:

- English – speaking and listening, drama, patterns, graphic notation
- Physical education – dance, movement
- Computing – software to enable exploration of sound, recording equipment
- Science – sound

### **Progression and monitoring**

Music will be regularly monitored by the co-ordinator through pupil interviews, staff discussions and a review of musical evidence (e.g. photos and videos).

### **Equal Opportunities**

This policy secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to the subject of music and the areas of performing, composing and appraising and the skills necessary to partake in them.

### **Special Educational Needs Provision**

Teachers will plan activities according to the needs and abilities within the class, differentiating for the more able and less able appropriately. The needs of the children on the SEN register will be accounted for and added to their TLPs if appropriate.

### **Able, Gifted and Talented**

Class teachers have initial responsibility for identifying pupils with a particular talent in music. These children are brought to the attention at the A,G&T co-ordinator and music co-ordinator.

### **Assessment**

Teachers will assess music with reference to the assessment and marking policies. As there is little opportunity for conventional marking in music, notation and recorded performances can be kept as evidence. Assessments will then be made regularly, supported by 'Charanga' resources.

### **Parental Links**

Parents are invited to support the children during the performance of whole key stage productions.

### **Health and Safety**

All staff have a knowledge of the school's health and safety policy and plan accordingly. Music activities and appropriate use of equipment are risk-assessed by the teacher as they plan their lessons. Teachers should plan to organise and manage the class so that risks are kept to a minimum. Every opportunity should be taken to explain the importance of being sensible and careful at all times.

### **In-service and professional development**

The Inset programme follows that outlined in the school's staff development policy and in consultation with the head teacher. School-based inset is delivered in line with the school development plan. The co-ordinator will update the staff on any subject developments and deliver school based INSET if appropriate.

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### **Resources**

Teaching staff have individual logins to 'Charanga'. Appropriate resources will be ordered and collated by the co-ordinator. Pitched and non-pitched classroom instruments are kept centrally (on music trolleys for KS1 and KS2, with glockenspiels kept in the music cupboard) and are available for use by all staff.

### **Funding**

Funding is allocated as appropriate from the annual school budget and up-to-date records are kept.

### **Role of the co-ordinator**

In consultation with the head teacher, the co-ordinator is responsible for:

- The implementation and co-ordination of the policy and subject
- Co-ordinating ordering and maintaining resources throughout the curriculum
- Recognising cross-curricular opportunities for music
- Supporting staff with training and implementation of the subject in the classroom
- Leading staff meetings and Inset
- Contributing to teacher planning
- Monitoring music across the school
- Leading cross-curricular opportunities

### **Review**

Last reviewed: June 2020

This policy will be revised every 3 years or sooner if necessary.