

GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL



Music Policy September 2021

Review: July 2022



GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

Rooted in Faith, growing in wisdom, branching into the world

We are a diverse, vibrant learning community where everyone is welcomed, valued and encouraged. Loving relationships, rooted in the teachings of Jesus, allow children and adults to flourish together, creating wise, compassionate, respectful individuals who are ready to confidently take a productive place in an ever changing world.

A POLICY FOR MUSIC

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 2014

Intent

The vision for Music at Guston CEP School is to provide all pupils with a high quality music education which engages and inspires children to develop a life-long love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement.

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people and mental wellbeing. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community and to grow in confidence. We aim to provide opportunities for all children at Guston to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Implementation

A clear and coherent Music curriculum taught throughout the school.

- ❖ Subject leaders have investigated and implemented a robust scheme of work.
- ❖ To ensure the curriculum is clear and consistently delivered, progressive, engaging and accessible to all learners we have purchased the Music Express Online scheme of work.
- ❖ The Music Express Online Scheme of Work is set out on a year by year basis to ensure full coverage and progression of skills.

- ❖ The Music Express scheme offers children opportunities to learn to play and perform both tuned and un-tuned instruments.
- ❖ The teaching of music will follow the themes developed by Music Express which allows to teachers to link their music lessons with their topics.
- ❖ Teaching will encompass a broad range of activities during key stage 1 and 2 to enable the pupils to develop their knowledge, skills and understand of music through
 - Performing skills – controlling sounds through singing and playing
 - Composing skills – creating and developing musical ideas
 - Appraising skills – listening and reviewing
 - Listening and applying their knowledge and understanding

Impact

Children enjoy a Music curriculum which is engaging, clear and consistently delivered and which enables them to make progression through the key stages. All learners, including disadvantaged and children with SEND have the opportunity to learn to play and perform both tuned and un-tuned instruments and enjoy having the opportunity to learn to sing and perform a wide variety of songs.

Apart from the learning taking place in classes, music features in many other aspects of school life. It is an integral part of whole school collective worship. Children will have opportunities to perform as singers and instrumentalists for different audiences and for different purposes during their school life.

Assessment, recording and reporting

Evidence of children's learning can be found in their learning journals. Children's progress is recorded using the whole school assessment tool, Target Tracker at the end of terms 2, 4 and 6 in line with other foundation subjects. As with other subjects, pupils should be involved in judging their own attainments.

Special Needs Provision / Enrichment and Challenge

As an inclusive school, we recognise the need to tailor our approach to support children with Special Educational Needs as well as those who are identified as benefitting from further enrichment and challenge. Appropriate arrangements will be made by the class teacher to accommodate any specific special needs that a pupil may have, thus enabling them to participate fully in Music. The class teacher will identify pupils who show a particular talent for Music the Music Subject Leaders will be informed

Equal opportunities

All attempts will be made to encourage and promote all aspects of music irrespective of gender, racial or cultural difference. Boys and girls will have equal access to all percussion instruments and choral activities will encourage the participation of boys.

Music from other cultures and traditions will be celebrated so that children's awareness is raised to the universality of music and its importance in the lives of all people.

Music will also reflect the Christian Values and ethos of the school. Music will play a major part in all community gatherings and acts of worship.

Cross curricular opportunities

Every opportunity will be taken to develop links throughout all subjects in the National Curriculum from Early Years to the end of Key Stage 2.

Health and Safety

Children will be taught the safe way to handle and to play instruments. Particular attention will be paid to the potentially damaging effects of loud sounds.

Resources

A range of both tuned and un-tuned percussion instruments are available for use:

- tuned instruments include xylophones, metallophones and glockenspiels of different pitches and assorted chime bars.
- Un-tuned instruments include assorted small instruments (tambours, tambourines, triangles, castanets, bells etc)

There is also a selection of sheet and recorded music – religious and secular – for use with children.

Audio equipment includes:

- a hi-fi system in the hall with 4 large speakers
- a public address system with assorted microphones for use in school concerts and other such occasions
- iPod with a range of classical, modern and school hymns stored for use in any classroom through the computer.

**Written by Sally Kemp and Karen Powell – September 2021
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Signed by Chair of the Curriculum Committee

Signed: _____

Print name: _____

