

*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.'* Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Reculver Church of England Primary School



Music Policy

Date adopted by Local Governing Body:
Date of next Review: September 2019



Music Policy

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. This is a whole school issue.

Music has a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each topic area of the curriculum.

Aims and Objectives

At Reculver School we believe that music education should engage and inspire children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Aims

The teaching of music At Reculver School aims to:

- Give opportunities to perform, listen to and review 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.

The organisation of Music at Reculver School

Music is a daily part of school life and used in many different ways such as establishing classroom routines, reflecting on thoughts, joining in with acts of worship, learning new facts (such as timetables) or creating a calm learning environment. Discrete music lessons are also taught using the 'Inspire' Curriculum providing a unique and exciting approach to learning music.

Early Years

The teaching of music in reception will be in accordance with the Early Learning Goals, further information can be obtained in the Early Years Foundation Stage Policy.

Key Stage 1 and 2

In Key Stage 1 and 2 Music is taught through the cross curricular topics (Inspire curriculum) where all elements of the programme of study for music are included.

During Key stage 1 Pupils are 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

During Key stage 2 Pupils are 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.

Planning

Medium term and lessons plans are provided through our Inspire curriculum scheme of work. Teachers are required to adapt these plans to suit the needs of the children in the class and also annotate plans to inform assessment for learning.

Instrument Lessons

Music for Schools provide individual children with opportunities to learn a musical instrument including clarinet, flute, saxophone, cornet and trumpet. The children learn in a small group environment at school and during lessons work through the Standard of Excellence band method, a series of tutor books with accompanying CDs specially geared towards group learning. The children work towards short and long-term goals, achieving merit certificates and stickers as they progress.

Kent Music provide whole class ukulele teaching for Year 5 pupils. These lessons follow the Musicplus programme of study. The programme allows children to build confidence, play in an ensemble and compose. Musicplus is also extremely beneficial to the academic, social and emotional development of children.

Individual guitar lessons are provided by Make Time For Music. The lessons are taught by a teacher who is a specialist on their instrument. The children normally start lessons in small groups, as they enjoy working together in the early stages. As the children progress they will begin to learn in a group of 2 or individually.

Principles of Teaching and Learning

Inclusion and Differentiation

All children must have regular access to music appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be differentiated to aid children's learning. Also, more-able children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. Any specific individual's needs must be identified in their Educational Health Care Plan.

Breadth and Balance

Over each key stage music will be studied using a variety of resources. Planning for lessons ensures a balance of concepts, skills and perspectives through the key stage.

Teaching and Learning Styles

The expectations is that Learning and teaching styles will differ from each lesson and will address the needs and wants of the children and the needs and wants of the subject being taught. At Reculver we utilise many learning and teaching styles.

Variety

Opportunities are provided for children to learn from a range of sources of evidence. Children are encouraged to ask musical questions for themselves. Instruments, pieces of music, books, documents, pictures, photographs and paintings are used to enable children to investigate music and its past. ICT links are explored and children use ICT resources such as CDs, internet research and software to access the music curriculum. Educational visits and visitors are organised where appropriate to enhance children's learning.

Health and Safety

The safe use of resources is encouraged at all times, as is the safe handling of instruments and artifacts. Further information can be found in the Health and Safety Policy. When organising educational visits, teachers must refer to the Educational Visits Policy.

Equal Opportunities

Every child, regardless of age ability, sex or race will have equal opportunities to access the full curriculum for music through differentiation.

Assessment, Recording and Reporting

Teachers will make regular assessments of pupils' progress in Music. Parents will be informed through the school's reporting system. Assessment should be active and participatory, addressing progress in development of skills and action as well acknowledge and understanding. It should allow opportunities to reflect on experiences, pose questions, make judgements in the light of evidence about their strengths and needs and plan how to make progress. Children individually and with their peers, should have the opportunity to reflect on their activities, share their reactions and make sense of the experience in relations to themselves and others. They can identify what went well, what went wrong and why. Gradually they can learn to draw conclusions about their own strengths and weaknesses.

Resources

Resources are to be kept in the central music cupboard. However classrooms may have small collections of percussion instruments.

Subject Leader's Role

The Music Subject Leader will:-

- Act as consultant and advisor to staff
- Report on standards achieved in Music
- Work within the allocated budget for Music in the management of resources
- Order and monitor the use and storage of Music resources
- Monitor Music planning and teaching in accordance with the monitoring schedule
- Liaise with the Governing Body with regards to the development of music
- Seek opportunities to develop cross-phase links
- Identify and deliver music training opportunities or, where appropriate seek advice and training from external agencies