



Temple Sowerby CE Primary School

MUSIC POLICY

2020/21

Approved by	
Name:	Mr K Laithwaite - Headteacher
Signed:	
Date:	16 th October 2020
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Subject Leaders:	Mr K Laithwaite (supported by Mrs C Westley)

Living for learning; learning for life.

Our Vision

At Temple Sowerby CE Primary School, our vision for the school community is rooted in a deep respect for our human, social, and cultural values, expressed in a caring Christian ethos. We aim to provide high academic standards and a wide range of experiences and opportunities. In doing so, we encourage all children to flourish by giving them the skills they need to become good citizens and to discover life in all its fullness (John 10:10).

Aims and Objectives

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. 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. We provide opportunities for all children 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.

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

Teaching and Learning Style

At Temple Sowerby CE Primary School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children to make music together, to understand musical notation, and to compose pieces.

Additional Music Teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children and is in addition to the normal music teaching of the school.

Music Curriculum Planning

Our school uses the Charanga online resource as the basis for its curriculum planning. This ensures full coverage of the National Curriculum for music and provides opportunities for children of all abilities to develop their skills and knowledge in each teaching unit. The progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

The Early Years Foundation Stage

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical

aspects of the children's work 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.

Endpoints

At Temple Sowerby CE Primary School, our vision states that we *'encourage all children to flourish by giving them the skills they need to become good citizens and to discover life in all its fullness'*. To prepare them for life and for the next phase of their education, it is our aim that all children have the opportunity 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.

By the end of Key Stage 1, pupils will have begun to use their voices expressively, listen with concentration to a range of music, experiment with sound and will have had the opportunity to play tuned and untuned instruments.

By the end of Key Stage 2, pupils will have made further progress. They will use their voices with increasing accuracy, improvise and compose music, listen with increasing detail and begin to understand musical notations. They will also begin to develop an understanding of the history of music and have had opportunities to experience and appreciate a wide range of high-quality music, both live and recorded.

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum. Older pupils are encouraged to make judgements about how they can improve their own work.

School Choir and Musical Events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children from Y3-6 to join. Although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year.

We provide opportunities throughout the year for budding musicians to perform for the school community. This includes solo and ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success.

The Role of the Subject Leader

The role of the Music Subject Leader includes the ordering, costing and allocation of resources to support the teaching of music. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year and additional non-contact time is provided for the subject leaders where necessary.

Monitoring/Review

This policy will be reviewed every two years.