



Saxilby Church of England School

Music Policy

Saxilby C of E Primary

(December 2015)

This policy is underpinned by the Christian ethos and values of the school. At Saxilby Church of England Primary School we seek to support every individual to achieve their best and recognise that each one of us has our own talents which should be nurtured. Our Christian values are vibrant strands woven within the very fabric of this school's culture.

Introduction

At Saxilby Church of England School we believe that all children should be given an equal opportunity to receive and enjoy a good music education. In providing a wide variety of musical experiences we hope to enable all children to create, play, perform and enjoy music, and to develop an appreciation of different musical forms from a variety of cultures. In developing this appreciation we hope to give children the self-confidence to express their creativity through music, and grow in them the knowledge and understanding that will support the development of positive attitudes towards diversity in other cultures.

Purpose

The purpose of this policy is to describe how the teaching and learning of music at Saxilby Church Of England School will be undertaken, assessed, monitored and reviewed.

Aims

The aims for music teaching in our school reflect the aims of the National Curriculum for Music and aspire to enable children:

- **to perform;** through singing and using their voices in singing assemblies, timetabled music lessons and extra-curricular choir provision, church services and annual school performances; in whole class musical instrument teaching in Key Stage 2; in an annual musical concert for children who have musical instrument lessons from 'in school' peripatetic teachers and private 'out of school' teachers.
- **To compose;** to create and compose music on their own and with others during timetabled music lessons using technology and instruments appropriately.
- **To understand and explore;** how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- **To describe music;** by listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Wider school aim

- The principle aims of this policy supports our school ethos which 'seeks to support every individual to achieve their best and recognise that each of us has our own talents'.

Equal Opportunities

Our Equal Opportunities Policy (June 2013) details the school's aims and objectives towards equal opportunities across all curriculum subjects.

'We aim to ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, gender or ability, have the experience to enjoy a challenging and enjoyable programme of learning and development.'

In addition to this aim we recognise in our music provision;

- the importance of making music available to every child regardless of musical ability.
- that music can play a special role in helping children with additional needs to express themselves and to develop their personal learning skills.
- the importance of recognizing musical talent in an individual that may be developed through additional lessons from 'in school' peripatetic teachers or private 'out of school' music teachers.

Pupil premium

In our allocation of Pupil Premium funding we consider that pupil premium children may not have the same opportunities to learn to play a musical instrument through private tuition.

Teaching and Learning

Our school uses the Music Express scheme as the basis for its curriculum planning in the Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2. The scheme is written in line with the EYFS and National Curriculum 2014 objectives for Key Stage 1 and 2 and supports and topic-based, cross-curricular approach in music and across other subject areas through music. The scheme provides structured progression through each year group ensuring that children have the opportunities for increasing challenge in developing musical skills and knowledge. The scheme ensures that musical sound is the dominant language of learning in musical teaching and learning.

Through singing songs, children learn about the structure and organisation of music. At our school children are given the opportunity to develop their singing voices;

- through planned whole class teaching following the Music Express scheme
- in daily assemblies
- in weekly singing practice assemblies
- at church services
- in annual school performances; Harvest Festival, Christmas productions; Year 5/6 end of year production;
- extra-curricular choir

Assessment

Assessment for learning is ongoing in music lessons, through observation of children's progress during lessons and through the recording of practical activities. At the end of each Music Express teaching unit teachers make an audio visual recording of children's performances to keep in the school's shared electronic music assessment file.

Time allocated to Music

- EYFS children will have a timetabled music lesson of 20 minutes each week. Children will be able to access music through continuous provision during child-initiated learning time.
- Key stage 1 children will have a timetabled music lesson of 40 minutes each week. Children will be able to access music through continuous provision during child-initiated learning time.
- Key Stage 2 children will have a timetabled music lesson of 40 minutes each week.

All children will attend a singing practice assembly once a week which will last for 20 minutes.

Peripatetic music teaching

Peripatetic music teaching, managed by the Lincolnshire Music Service Hub is available during the school day for pupils wishing to learn to play a musical instrument. Fees are payable by parents/carers. Currently children can learn to play the guitar, piano or drums. The quality of music provision provided by the peripatetic music teachers is monitored in consultation with children and parents/carers.

Monitoring

The music subject leader will monitor teaching and learning of music by;

- conducting lesson observations.
- consulting with all staff in the effectiveness of the Music Express scheme.
- reviewing end of unit audio visual recordings.
- Seeking children's views and opinions on whole class lessons and singing assemblies.
- Consulting with parent/carers and children to enable evaluation of peripatetic music lessons.

Review of this policy and the effectiveness of the Music Express Scheme will take place in September 2016.

