

Music Policy

Horwich Parish CE Primary School



Approved by: SCHOOL IMPROVEMENT COMMITTEE

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*Our vision is to be a school where everyone can achieve and “let their light shine” both individually and collectively as a community.
Learning to love each other as Jesus loved us, respecting each other and growing into the people God has called us to be.*

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1. Rationale

At Horwich Parish C.E Primary we strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential.

At Horwich Parish C.E Primary we believe that Music is a unique form of communication and is an integral part of our culture. It provides an important medium to help children understand themselves and relate to others and the wider world.

2. Aims

- To enjoy listening to a wide range of music from different times and cultures.
- To enjoy making music based on different times and cultures.
- To perform with confidence and enjoyment.
- To sing with confidence and enjoyment.
- To develop composition and appraising skills.
- To develop a musical vocabulary with which to evaluate the music listened to.
- To provide a range of musical opportunities.
- To encourage awareness, enjoyment and appreciation of Music in all its forms.
- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in Music.
- To offer opportunities to perform, compose, listen and appraise.

3. Implementation of Policy

Key Stage One

At Horwich Parish C.E Primary, during Key Stage 1 children listen carefully and respond physically to a wider range of music. They play musical instruments and sing a variety of songs, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

Key Stage Two

At Horwich Parish C.E Primary, during Key Stage 2 children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing

personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Performing Skills

At Horwich Parish C.E Primary children will be taught to sing a wide-ranging variety of songs and to use their voices expressively. They should have the opportunity to play tuned and un-tuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

Composing Skills

At Horwich Parish C.E Primary children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways, (e.g., pictorial score, by means of a digital recorder, tape recorder, video or using notation).

Appraising Skills

At Horwich Parish C.E Primary children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and Applying Knowledge and Understanding

At Horwich Parish C.E Primary children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

Approach

At Horwich Parish C.E Primary Music should be taught throughout the school, establishing cross curricular links where possible, e.g., literacy, early years, math, physical and creative development. As well as music lessons in class, whole school singing sessions take place weekly. Children are given the opportunity to listen to a range of music at the beginning and end of our acts of worship and hymns are sung during some of our acts of worship. The Headteacher leads regular whole school assemblies which include song learning and music appreciation.

At Horwich Parish C.E Primary we have reviewed our scheme of work and are using Kapow throughout the school. This serves as a base to aid and enhance our teaching, but is not intended to be rigidly adhered to. Teachers should

make professional judgements about when to adapt, miss out or add additional materials where this would benefit learning.

Differentiation

At Horwich Parish C.E Primary children with a particular interest or aptitude in music can be given the opportunity to extend their education in a variety of ways, for example, choir, instrumental performances in assembly. Peripatetic teachers are used to teach keyboard, brass, violin, singing and guitar lessons in school.

Children experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more musically able child. Music is inclusive to all regardless of ability or disabilities.

Assessment

At Horwich Parish C.E Primary assessment will form an integral part of the teaching and learning of music. This will be done by observing children working and performing, by listening to their responses and by examining work produced.

Teachers assess the children's work in music both by making informal judgements as they observe them during lessons and by completing informal assessments of their work, gauged against specific learning objectives set out in the National Curriculum and Bolton Music service assessment grids. Kapow assessments for each unit of work are available for staff support but we try to follow the Music service progression grids. At Horwich Parish we produce photographs, Video clips and learning logs to gather evidence on assessment.

Resources

At Horwich Parish C.E Primary we have a range of music equipment and resources that can be easily moved around the school. There are a number of tuned instruments, including a set of whole class glockenspiels, bamboo tamboos and we have a piano in the hall and keyboards available for use. Our CD collection and song books are kept in the Music Cupboard along with the percussion musical instruments. We subscribe to Kapow scheme of work and resources. Bolton Music service support and out of the ark for singing, production and performances and whole school hymn practice.

4. Progression, Continuity and Differentiation

At Horwich Parish C.E Primary we use a range of teaching and learning styles to meet the requirements of the National Curriculum. We place an emphasis on active learning by including children in appraising composing and performing activities. We encourage children to take part in a range of practical activities wherever possible.

Cross-Curricular Links

At Horwich Parish C.E Primary music is taught as a discrete subject. However, there are opportunities within other subjects to develop musical skills:

- Science curriculum (topics on sound and listening).
- PE curriculum (dancing).
- English curriculum (where it can act as a stimulus but also to develop listening skills).
- RE (listening to sacred music).
- Art (as a stimulus for creative work in a different medium).
- History (listening to music from the particular time being studied).
- DT (making musical instruments).
- ICT (making sound with computers and composing)

5. Inclusion

At Horwich Parish C.E Primary we are committed to providing effective learning opportunities for all children and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all children with the aim of maximising achievement for all children at an appropriate level for each individual.

Teachers will respond appropriately to children's diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different social, cultural and ethnic backgrounds.

At Horwich Parish C.E Primary teachers will be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly by making effective provision and liaising with appropriate staff.

At Horwich Parish C.E Primary we are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to children and in the conduct of staff and children.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviors, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential. If a child plays a musical instrument and has lessons they will be encouraged to play their instrument in Music lessons in school.

Role of Governors

At Horwich Parish C.E Primary governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

Role and Responsibilities of Music Coordinator

At Horwich Parish C.E Primary the Music Coordinator has the responsibility of overseeing music within the school including:

- Formulating and updating the policy when appropriate.
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible.
- Ensuring appropriate resources are available and regularly updating them within the limits of the music budget and according to needs.
- Disseminating information, as it is received from any external source, to staff and children.
- Supporting staff with music-related issues when required.
- Organising extra-curricular trips.
- Liaising with additional adult helpers who run an extra-curricular music club/help on extracurricular music trips.
- Managing the budget.
- Attending courses relevant to professional development within their role as subject leader.
- Have a good working relationship and network with the Peripatetic teachers.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.