

Howden-le-Wear Primary School



Music Policy

Policy and Practice

Introduced: February 2018

Review Date: February 2019

Reviewer: Headteacher

Adopted by the Governing Body: 6th February 2018



Howden Le Wear Primary School Music Policy



Introduction

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, relate to others and the wider world. It is an important subject to develop listening skills, self discipline and creativity.

This policy covers Key Stages 1 and 2 as laid out in the National Curriculum. In the Foundation Stage we relate the Musical aspects of the children's work to the objectives set out in the Early Learning Goals for Expressive Art & Design.

This policy should be read in conjunction with the policies for Collective Worship, Assessment and Record Keeping.

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

Progression, Continuity and Differentiation

We follow the National Curriculum guidance for music, which we teach in a two year cycle, using a range of teaching and learning styles. 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.

In Key Stage 2, the music curriculum is primarily delivered through the use of the Durham Charanga Music Programme. This provides the skeleton learning and high quality resources for use by teachers, particularly who may not be music specialists.

The opportunity to learn to play clarinet as an additional instrument is also offered. A peripatetic music teacher, Mr Jakob, leads differentiated sessions once a week. There is also an opportunity to join a school choir, as an optional extra-curricular activity.

The school subscribes to and uses the Durham Online Music 'Charanga' Music School Resource. Charanga Musical School is a contemporary, ICT-supported programme for teaching music across a whole primary school. It has engaging Units of Work many of which are based on popular songs; a library of topic-based songs; inspira® First Access programmes; and an interactive music toolkit. It is supported by a well-developed programme of training and CPD and all together teachers tell us that it's the most significant new primary curriculum resource for a decade.

Additionally, singing is actively and regularly encouraged through collective worship.

Cross-curricular links

Most 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)
- History (listening to music from the particular time being studied)
- DT (Making musical instruments)
- Computing (Making sound with computers).

Inclusion

- Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual.
- Teachers will respond appropriately to pupils' 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.
- 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.
- We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

Assessment, Recording and Reporting

- Teachers assess the children's work in music both by making informal judgements as they observe them during lessons and by completing formal assessments of their work, gauged against age related expectations.
- Formal written reports are provided each year and this information is shared with parents. Additionally two other meetings are held each year with parents to discuss progress informally.

Role of Governors

- 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.

Resources

- Most instruments are stored in the P.E./music cupboard, located in the school hall.
- Most CDs and music books (used for whole school singing and hymn practice) are kept in the hall in the computer trolley.

Signed: _____ Governor from Curriculum/Standards
Committee

Date: _____

To be reviewed: February 2019