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Music Policy

Curriculum Statement

This policy document sets out the school aims, principles and strategies for the delivery of Music within the Federation

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music quality. It encourages active involvement in different forms of amateur music makings, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity aesthetic sensitivity and fulfilment. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compost, and to listen with discrimination to the best in the musical canon.

Aims

By engaging children in making and responding to music, music teaching offers opportunities for them to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
- Develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interests and increasing their ability to make judgements of musical quality:
- 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,

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including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Acquire the knowledge, skills and understanding needed to make music, for example in community music-making, and, where appropriate, to follow a music-related career:

- Develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.
- We aim to make Music as enjoyable and accessible as possible.

Teaching and Learning

Music is delivered in a variety of ways, which may include creative cross curricular ways linking the learning and the development of artistic skills contextually to an overarching topic of study. These topics of study may link to The Cornerstones Curriculum, new National Curriculum programmes of study or 'bought in' Schemes of work. All programmes of study used will ensure progression of learning, coverage and the development of skills.

Staff will refer to Statutory National Curriculum guidance to ensure that subject content is covered appropriately for each key stage.

Teaching and Learning will ensure pupils in Key Stage 1 are taught to:

- Use their voices expressively and creatively, this will be taught through 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.

Teaching and Learning will ensure pupils in Key Stage 2 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

KS2 pupils will be given the opportunity to be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical

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composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Weekly lesson plans include:-

- The Learning Objective of the lesson to be taught.
- The Main Teaching Activity to be covered during the Music lesson.
- Activities sometimes differentiated to allow all children to achieve the learning objective at their own level of expertise or understanding.
- Any particular provision made for those on the extremes of the ability range represented
- The deployment and objectives of all support staff
- How the learning will be supported by the use of ICT
- The plenary - a review of the lesson to assess the progress of the work done.

The weekly plan will demonstrate:-

- a) a predicted progression in children's learning
- b) a range of teaching and learning strategies being employed
- c) Opportunities for recap and revision
- d) Equality of opportunity for all.

A variety of teaching styles and resources will be applied. It will mostly be taught directly by the teacher. It may also be taught:

- Through practical activities.
- by having visitors performing or working with the children

This work will be supported by audio systems, video, Text Books, Posters, and ICT

Learning environments will be rich in musical vocabulary, information relating to famous composers and the history of music in order to support teaching and learning of music across our federation. Pupils will be able to access prompts and scaffolds relating to musical notation and key vocabulary within their classroom or around the school.

Safety

The safety of our children is paramount in all of our work. Appropriate safety equipment is provided and staff have been trained in its use.

Support Staff

Support Staff are deployed by the Headteacher.

The Class Teacher defines their role and activities within the class to best promote pupil attainment. This may include leading teaching for groups, supporting the work of individuals or assessing pupil achievement and attainment.

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Transfer between class groups

On Transfer between classes all previous assessment data and records are passed from one teaching team to the next. At the start of the Autumn Term the relinquishing teacher meets with the new teaching team to review each child in data and pass on key information regarding performance and temperament.

Transfer to Higher Education

On transfer to High School all records of pupil achievement and attainment are passed to the receiving setting. The class teacher meets with a staff representative of the setting to discuss each child in detail.

Assessment Recording and Reporting.

Throughout the year staff continue to monitor children's progress in order to plan purposeful and appropriate activities to support them in the next steps in their learning. Summative Assessment takes part at the end of every term through the completion of an end of topic record sheet.

Parents are informed of their pupil's performance at parent-teacher consultation evenings. They also receive an annual written statement on their child's progress about Music during the summer term

Provision for children with special educational needs

Teaching and Learning for children with Special Educational Needs at School Action level is managed through differentiation and intervention within the class setting if needed. Work of an appropriate level is administered with support where appropriate from an assisting adult.

Provision for children recognised on our Gifted and Talented Register

Teaching and Learning for children with recognised Gifts and Talents is managed through extension within the class teaching and enrichment through the provision of additional learning opportunities of an appropriate level of challenge.

This may include being challenged to complete specific tasks of a standard appropriate for their heightened level of ability.

Equal Opportunities

The teaching of Music takes into account the principles of equal access and opportunity. The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within the Federation

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Use of Visiting Tutors

The school warmly encourages the involvement of parents, high school teachers and members of the wider school community to assist in the teaching of this subject area. All helpers must hold a clean CRB police check and have the approval of the Headteacher to work on site with the children. All regular visitors and helpers are issued with a "Helpers Agreement" which they must sign to say that they agree to before working with the children.

Monitoring, Review and Development

School performance in Music is being constantly monitored and reviewed by the following means:-

Monitoring of planning
Classroom observation
Scrutiny of children's work
Work sampling and moderation
Seeking the views and opinions of the teaching team
Seeking the views and opinions of the children
Seeking the views and opinions of the parent body

Opportunities for improvement in provision are identified in the School Improvement and Development Plan.

Signed:

Claire Collett
Executive Headteacher

Ros Blowers
Chair of Governors

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