

Grindleton C.E. Primary School



Music Policy

The following policy is routed in our school's Christian Vision:

As a unique village school, inspired by our Christian love, we strive to nurture our family to 'grow and shine in God's glory'. We will open our hearts to God's wonderful, diverse creation cherishing everyone as a child of God. Through Jesus' example, we will instil resilience and confidence for tomorrow.

'In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven.' Matthew 5 v16

Music Lead – Mrs L Wilson

Date policy written: October 2023

Date to be reviewed: September 2026

Intent

Grindleton C. E. Primary School believes that music is an important element in the development of the pupils and we therefore aim to provide a range of musical experiences for them. We value music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It allows personal expression and can play an important part in the personal development of an individual. Music reflects our culture and society and so the teaching and learning of music enables our children to better understand the world in which they live. We provide opportunities for children to create, play, perform and enjoy listening to music, to develop skills and appreciate a wide variety of musical forms.

Aims

The aims of music teaching 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.

At Grindleton C.E. Primary School we also aim to:

- Develop the understanding that music can be a social or personal activity.
- Provide experiences and resources which promote knowledge, skills and understanding in music in relation to both their own and the musical traditions of others and of different ages.
- Promote an enjoyable musical curriculum for all children in the school with relevant differentiated experiences.
- Develop children's ability to observe and respond to the world around them through the use of instruments and musical recordings.
- Through the encouragement of listening to instruments or music for a variety of different reasons, develop children's listening skills.
- Develop children's discussion and negotiating skills through working with other children on a given task.
- Celebrate the value of children's work through recording and performance of their work.
- Recognise ways in which ICT skills may be incorporated into and developed by the Music Curriculum and used to enhance the children's musical experiences.

Implementation

The award winning music scheme Charanga has been carefully chosen in order to ensure that all children are given the opportunity to cover the music national curriculum whilst at Grindleton C.E Primary school. Charanga gives staff high quality planning to follow as well as a list of key vocabulary for each Key Stage and a set of

interactive resources available on the whiteboard. Therefore ensuring that both musicians and non-musicians have the confidence, professional knowledge and tools to deliver exciting and progressive music lessons. Charanga is a flexible scheme which allows staff to differentiate where appropriate for all needs and its specific SEND curriculum allows for more personalised teaching where necessary. At Grindleton C.E. Primary School we have adapted the Charanga scheme to suit the needs of our children. The scheme has been carefully adapted for all year groups (EYFS, KS1 & KS2) to ensure that as children progress through school, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical ability.

Assessment and Record Keeping

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy. Teachers use Lancashire Klips to assess children on. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end of-year report. Formative assessments are recorded on our foundation subject assessment on the Lancashire Tracker.

Impact

At Grindleton C.E. Primary School, our children are given a diverse range of opportunities to become confident musicians and performers.

We use a range of assessment techniques to ensure our children are able to make progress and acquire the skills necessary to further develop their musicality. We observe children at work, individually, in pairs, in a group and in class during whole class teaching. We watch and assess the children whilst they perform. We use differentiated and open-ended questions that require children to explain and unpick their understanding. We also provide our children with effective verbal feedback.

The impact of the music curriculum at Grindleton is evidenced in pupil outcomes and pupil voice. As children progress through the school, they acquire key knowledge and skills in the field of music.

Inclusion and Equal Opportunities

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning. Successful inclusive provision at Orchard is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Children that are 'talented' for music will be given the opportunity to work with the Music Subject Leader to prepare pieces of music to be performed in assemblies; as individual items and also as background music whilst children enter and leave the hall. This policy ensures that certain aspects of Art are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Music subject leader produces an annual summary report evaluating the strengths and areas for further improvement. This report is passed on to school Governors. Progress is reported twice per year at parent evenings and annually on a pupil's written report.