

Stretton Handley CE (VC) Primary School Music Policy



This policy outlines the teaching and learning of Music. All children will have the opportunity to undertake Music throughout their time at Stretton Handley CE (VC) Primary School. The teaching of Music is planned to ensure a progression of knowledge and skills across the foundation and primary phases.

1.Intent

At Stretton Handley CE (VC) Primary School, our music curriculum follows Charanga. It is knowledge rich and ensures that key skills and vocabulary are reinforced in meaningful contexts. This is supported through first hand experiences and authentic outcomes. Skills are deliberately constructed so our children's experiences are progressive and built upon each year. This allows the children to understand the importance of musical appreciation and the impact that music can have on well-being.

2. 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 Stretton Handley. 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 Stretton Handley CE (VC) 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.

Cultural Capital

We aim to provide further opportunities for personal, spiritual, moral, social and cultural development through the teaching of Music. Our aims are to:

- develops the children's knowledge within the classroom but it allows children to explore their love of music and through links with Derbyshire Music Partnership and Clay Cross Music Festival. This ensures that all children from any background are exposed to cultural experiences that they may not get elsewhere.

During music lessons and work with outside agencies children are encouraged to express their own opinions and let their creativity flow.

Wider Opportunities

Every child takes part in the Wider Opportunities programme where all children have weekly music lessons. In Key Stage 2, the children will learn an instrument through a 30 week programme. In EYFS/KS1, children will take part in a 10 week programme focused on beat, rhythm and singing. Within these lessons children are also taught about the inter-related dimensions within music and how to use them effectively when playing and performing. Children are then given the opportunity to display to the rest of the school and to parents. Piano lessons are also available to children on a weekly basis.

Resources

All staff in school have their own login and password giving them access to the music scheme. Charanga provides staff with high quality planning which allows them to deliver clear, concise and challenging lessons. For each lesson Charanga provides staff with adaptable materials such as IWB resources, music, lyrics, key terminology. In order to help staff adapt and differentiate lessons according to the needs of the pupils Charanga offers differentiated resources for those who have SEND and gives those who are G&T the opportunity to follow written music. To help enhance lessons a range of musical instruments are available.

Assessment and Recording of Work

Progress and attainment is monitored through a range of strategies, including pupil and staff voice, lesson observations and analysis of data which is completed on the relevant assessment grid at the end of each topic. Teachers use formative assessment throughout lessons (e.g. observations and assessment) and adapt teaching accordingly to address any misconceptions that may arise. Also, at the end of the topic, teachers complete a summative assessment based on whether children have demonstrated through their work that they have met the national curriculum objectives and progression guidance for their phase. This helps the subject leader to monitor progress and attainment in design and technology across the school. Children in Reception are assessed using the Early Years Profile and at the end of the Reception year, against the Early Learning Goals. EYFS objectives within the areas of communication and language development, physical development, personal, social, and emotional development, mathematics, understanding the world and expressive arts and design all contribute to laying the foundations for effective learning in Music throughout the primary phase. A variety of methods are used to make a record of music in the school including, video recordings, pictures, and school displays.

Impact

Whilst in school, children have access to a variety of musical experiences, which allows them to discover areas of strength, as well as areas they might like to improve upon. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

SEN/ Inclusion

By offering children a curriculum which is tailored to their needs and through work with outside agencies we hope to see that all children, including those from disadvantaged backgrounds and with SEND have the chance to succeed. These experiences will help build on each child's cultural capital, ensuring that skills which have been learnt have been remembered, therefore allowing for new knowledge bases to be created and built upon year in year out.

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 Music subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Music, 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 has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of Music teaching across the school. .