

## **Hedon Primary School**

### **Music Policy**

**Approved by committee**

**Approved by full governors 19<sup>th</sup> Nov 2013**

**Reviewed 11.11.14, 10.11.15, 12.6.19, 31.3.22, 1.3.23**

**Reviewed every 2 years unless policy changes.**

### **The Purpose of the Music Policy**

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

### **Intent**

#### **Aims**

At Hedon Primary we are committed to creating a universal language that embodies one of the highest forms of creativity, Music. We are dedicated to ensuring that every child is given a high-quality music education which will engage, inspire and develop a love of music, musical talent and as a result build on self-confidence. Therefore, giving each child a sense of achievement.

Through our well thought out curriculum children are given the opportunity to build on their musical vocabulary, perform, listen and evaluate as well as look in depth at the interrelated dimensions within music. They are then given the opportunity to apply what they have learnt through wider opportunities provided to them both in and outside of school.

#### **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:

- develop the children's knowledge within the classroom and allows children to explore their love of music further through the links we have with The Schools Music Service, our feeder Secondary School and local Primary Schools. 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. Each child is taught how to respect their peers and embrace the cultural diversity within the school.

#### **Working with Parents/Carers**

- Throughout the year parents are strongly encouraged to come along and support their child through a range of different opportunities offered to them and their child/ren throughout the year.
- Our links with the local community ensure that parents are given the opportunity to watch their child perform at church and in school.

### **Implementation**

#### **Music Curriculum**

The award-winning music scheme Charanga has been carefully chosen to ensure that all children are given the opportunity to cover the music national curriculum whilst at Hedon 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 Hedon 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 of their musical ability.

The children at Hedon Primary School also enjoy singing regularly in assemblies and when we celebrate festivals or achievement in school.

### **Wider Opportunities**

Music is embedded within life at Hedon Primary School. A range of music lessons are offered during school time with costs kept to minimum and support offered for Pupil Premium pupils. We have 5 Rocksteady bands all including singers, a drummer, a keyboard player and guitarists, over 25 viola and violinists and a growing guitar group. Lessons take place on a rota so pupils do not miss the same curriculum subject weekly and may be in a small group or individually. Practising during breaks and lunchtime is encouraged and shows the level of commitment our pupils give to their lessons.

### **Resources**

All staff in school have their own individual 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 from untuned and tuned percussion (such as glockenspiels, ocarina, and recorder etc) to electric pianos and guitars.

### **Impact**

#### **Assessment and Recording of Work**

Progress and attainment is monitored through book scrutiny, whole class topic book scrutiny, 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 the Early Years Foundation Stage (Reception) are assessed using the Early Years Development Matters guidance and at the end of the reception years 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, pupil assessment sheets and school displays.

### **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.

The application of this Music policy will be monitored by the curriculum leaders and reviewed and agreed by Governors.