

Dunholme St Chad's Church of England Primary School

Music Policy

Introduction

This policy is set in the broader context of our school vision in the context of an enabling culture and ethos founded on our Christian values. It reflects our commitment to providing a broad and balanced curriculum that develops each individual in the broadest sense to be the best they can be. Our curriculum is built on the principles of inclusivity, excellence and ambition.

Our Christian Ethos

The foundation of our Christian ethos is rooted in Chad and epitomised through his example of Love, Truth and Humility. His example, and that of Jesus Christ, is what we have built our vision on.

Our Vision

Creating a community with open hearts and open minds

As an inclusive and welcoming church school, we work towards creating a community with open hearts and open minds. We strive to ensure that all members of our school community understand themselves to be valued for who they are. Our inspiring and ambitious learning environment enables pupils and adults to aspire to fulfil their hopes for the future. Through challenge and support, we help each other overcome barriers so that everyone can feel confident in pursuing excellence in all they do.

Our work is set in the context of the Church of England Vision for Education, 'Deeply Christian, Serving the Common Good,' Autumn 2016 and educating for:

- Wisdom, knowledge and skills
- community and living well together
- respect and dignity
- hope and aspiration

As a church school within the Diocese of Lincoln, we embrace the Diocesan vision for 'Church schools serving their communities through excellence, exploration and encouragement within the love of God.'

Our school vision, set in the context of a Christian ethos, is lived out through our aims and values, creating a community in which we can all grow.

We aim to provide a broad, balanced and creative curriculum that will support each one of us to become successful learners, confident individuals and responsible citizens.

Policy and Practice

This curriculum policy reflects our agreed principles and practice to ensure all learners have equal access to a broad, balanced and creative curriculum.

What is the intent of our Music curriculum?

To enable everyone to flourish and achieve their ambition at our school, the Music curriculum takes a multi-faceted approach and will:

- Work towards Music being valued as a powerful and unique form of communication that may influence the way pupils think, feel and act; music can inspire and motivate where other stimuli are

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ineffective. As a vehicle for personal expression, it promotes emotional development, encourages creativity and thereby makes a valuable contribution to the wider curriculum; it builds self-respect and supports developing self-control and positive social attitudes.

- Teaching of Music enables children to listen to, create, play, perform and enjoy a wide range of music; children develop skills to appreciate different musical forms and begin to make informed judgements about the quality of music.
- Music reflects culture and society, and opportunity is provided for a range of culturally and historically diverse musical experiences which help build understanding of the context of music making, both in the past and present and from different localities around the world.

How will we implement our Music curriculum?

In Music, we will implement our curriculum by providing a broad and balanced approach which will support each one of us to become successful learners, confident individuals and responsible citizens. We do this through:

- Teaching subject specific knowledge, skills and concepts to ensure children master the content of Music. We use the key areas of learning from the EYFS framework of Communication and Language, Physical Development and Expressive Arts and Design to feed into the National Curriculum objectives for the subject.
- Recognising the need for substantive knowledge (knowing about the technical and wider elements of music – the facts) alongside the disciplinary knowledge (knowing how to apply this knowledge in practice to control sounds and create music).
- The use of 'Charanga', a music scheme used throughout the school to support the music curriculum. There are also a variety of additional resources accessible to support and enhance children's enjoyment and appreciation of music.
- The opportunities of children observing and listening to visiting musicians, watching performers in the annual visiting pantomime, and taking part in productions of their own. We also strive to provide opportunities for children to showcase their musical abilities through the end of year 'talent show' and performances at both the Christmas fayre and summer village fete. Children are encouraged to play in our Church services and we are currently in the planning process of an end of year parents' performance for any children who are taking additional lessons outside of the classroom to showcase their abilities to parents if they wish.
- The expertise of the Lincolnshire Music Service providing a term of lessons to both the Year 3 and 4 teaching them how to use an instrument, read music and perform.
- Developing and extending all children's musical knowledge and skills in a safe and secure environment, where children feel confident to engage with music to express their creativity, promote emotional and spiritual development and appraise and evaluate their own or others' work. Providing opportunities for growth and experiences for all children are key throughout the school enabling children to flourish and further their own ambitions. All lessons are accessible to all abilities and tasks planned for easier or more challenging expectations.

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- Providing a safe and secure environment where children feel safe to explore their own creativity, compose, participate and respond to music making and building on musical vocabulary so that they are able to conduct and articulate their thoughts and ideas using the correct terminology.
- Using CTMM strategies to support children to retain and build on prior learning. These may include: avoiding cognitive overload, asking hinge questions, including retrieval strategies, scaffolds and spaced learning.

Use of information technology across the curriculum

Use of information technology including the internet is implemented in line with our management of Behaviour policy, the E-safety policy and the Acceptable Use of IT policy. Use of the internet and mobile devices including social media is actively monitored. As a school, we encourage and promote the safe use of the Internet and mobile devices to support and enhance learning across the curriculum. E-safety is specifically taught across all age ranges in school at an age-appropriate level following a detailed progression of skills which enables children to develop their digital literacy in a beyond the school. In music, information technology is used across a range of areas to enhance learning. Information technology is used within Music to access Charanga (our music programme), to record performances, listen to a variety of music and to compose using apps such as garage band.

All leaders, staff and children receive up-to-date training regarding issues that are pertinent to ensuring the safety of all stakeholders when working online and with mobile devices. All incidents are reported to the designated e-Safety and designated safeguarding leads. Parents and carers are encouraged to work in partnership with the school and have access to a monthly newsletter and other guidance materials via the school website.

Enrichment: Educational Visits and Visitors, community links and partnerships

Music in the wider curriculum includes singing activities in other subject areas and weekly whole school singing assembly. Children provide accompaniment for seasonal productions, whole school celebrations in Church and in the local community throughout the year. Children have the opportunity to perform and play an instrument in the weekly celebration assemblies. Extracurricular clubs regularly include Key Stage 1 choir and Key Stage 2 choir. One class each year will be working with the wider opportunities scheme to give children the opportunity to experience different instruments and rehearsing and performing as a group. Individual lessons are available for children throughout the school. We currently have lessons in school for wind instruments, piano, guitar and drums. Biannually, our KS2 pupils have the opportunity to prepare and perform with the 5000+ choir of Young Musicians at Sheffield Arena.

Research Informed Practice:

Subject Leaders have a professional responsibility to read, use and inform others of current research linked to their subject.

- Children are encouraged to use cross-curricular skills across all subject areas to demonstrate a secure understanding.

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Health and Safety:

Using the '*Be Safe*' document to inform, members of staff ensure equipment is in the proper condition to be used and that areas of work are safe. Educational visits have the appropriate risk assessments carried out to ensure the safety of pupils and staff throughout the duration of the visit. Trained staff are available. when necessary, on field trips.

Monitoring, Evaluation, Impact and Assurance:

The subject leader will monitor Music planning and children's work using the progression in skills, knowledge and concepts grid to support judgements and provide support where necessary to both pupils and staff.

The subject leader will be responsible for the review of Music throughout the school, and oversee the development and action plan to promote and improve Music throughout the school and community.

Standards of work will be monitored by the subject leader through lesson observation and scrutiny of children's work, and pupil interviews/perception surveys will be undertaken. Findings will be reported to inform areas for development of Music in school.

The subject leader will support teaching staff, where necessary, and will arrange to meet to discuss subject development as required.

Assessment, Recording and Reporting:

Subject Report Cards are sent home mid-year and at the end of year to reflect if a child has met the Expected Standard, and the effort they have contributed within the subject. All teachers input a standard for each subject on the school assessment data base each term, using the progression in skills, knowledge and concepts grid. This assessment is used as part of our transition.

Spiritual Development:

Dunholme St Chad's Church of England Primary supports all members of the school community with opportunities to explore inner self, relationships with others, the natural world and God through:

- Collective Worship
- School environment
- Enrichment activities
- Flexibility in the curriculum to react to current events.

Review:

All policies will be reviewed annually by the Subject Leader and edited accordingly. Subject Leaders will amend the date the policy was reviewed so that it reflects current practice.