



Caldecote Primary School

Music Policy

April 2020

1. Our Intent and Aims

We love music and recognise the contribution that music makes to the social, emotional, mental, physical and academic development of our pupils.

Our overall intent is:

To inspire pupils to cultivate a love of music and develop their knowledge, understanding and skills as musicians

It is our desire that all pupils have opportunities to develop their musicianship and reach their own potential through progressive delivery of the music curriculum and other musical opportunities that we offer

To develop a strong sense of community and well-being through participation in Music lessons and activities

We recognise that music can have a significant impact on the mental and emotional well-being of adults and pupils. Our intent is that all pupils enjoy a breadth of Music activities and that, in doing so, develop confidence, happiness and self-esteem.

All of our pupils will:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- 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, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

2. Principles of Teaching & Learning

At Caldecote Primary School, our pupils will be taught the skills and knowledge of music as outlined in the programme of study in the National Curriculum through performing, composing, listening and appraising.

We will provide all of our pupils with the opportunity:

In Foundation Stage to:

- Participate, with encouragement, in all aspects of music making, with the emphasis on enjoyment and fun.
- Explore sound using singing, rhymes, instruments, games, listening and movement. Join in with whole school singing and performances.

In Key Stage 1 to:

- Use their voices expressively by 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.
- Make and combine sounds using the inter-related dimensions of music.

In Key Stage 2 to:

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

3. Organisation

We aim to make music an enjoyable learning experience. Music is taught as a separate subject and will be linked to the class topic, where appropriate. Pupils are given the opportunity to discover, explore and develop technical skills through practical music lessons. This involves both whole class and small group activities.

Class teachers are responsible for the planning and delivery of music lessons, with support from the Music lead, using a range of resources available in school. Music will be taught by a specialist teacher wherever possible.

One of the main methods employed to help pupils to access and engage with music in school is singing. Our teaching focuses on developing the pupils' ability to sing expressively, in tune and with other people.

This is achieved through weekly singing assemblies for both KS1 and KS2 and a choir for Key Stage 2 pupils. Through singing songs, pupils learn about the structure

and organisation of music. Assembly songs are often linked to various annual celebrations and festivals such as Harvest, Christmas, Spring, Valentine and Easter. Songs are performed during assemblies and special events

The school has achieved the Silver Sing-Up award and we subscribe to the Sing-Up website which supports all staff with the singing element of the curriculum. Each class is encouraged to have a 'class song' that they learn each half term. There is a termly 'Sing-Up' assembly where all classes and staff join together to celebrate our musical learning and share their songs.

We value the value the skill of listening to music and we teach pupils to listen to and appreciate different forms of music from various backgrounds and cultures. Each class in the school has two 'class composers' whom they will study and listen to throughout the year. This will be supplemented with other listening in their Music lessons and in assemblies.

As pupils get older, they are expected to maintain their concentration for longer, and to listen to more extended pieces of music. Pupils will be enabled to develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

4. Planning & Assessment

The school's Music curriculum document outlines the objectives that must be planned and covered in each year group. These are shared with parents via the termly topic webs on the website.

Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings are made of live musical performances for the children to use as self-assessment. Other sound based methods are also employed to capture children's performances. Older and more able pupils are encouraged to make judgements about how they can improve their own work.

Music Assessment is carried out each term as part of our assessment framework. Pupils are assessed against end of year expectations as either Working Towards, At Expected or Working at Greater Depth. These assessments will inform the overall assessment on the End of Year Annual Report.

5. The Role of the Music leader

The Music lead is responsible for:

- Monitoring that the school is fulfilling its statutory music curriculum through observation, checking plans, discussion with colleagues and pupils
- Arranging and providing CPD for all staff;

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- Liaising with peripatetic music staff;
 - Providing music for assemblies and leading singing assemblies;
 - Seeking opportunities for pupils to perform and celebrate music
 - Supporting teachers with the musical element of Key Stage productions.

 - Liaising with the Music Governor

The Music subject leader makes an annual evaluation on the strengths and weaknesses in the subject and indicates areas for further improvement on their Subject Leader Development Plan.

6. Extra-Curricular Music

Instrumental Lessons

Pupils are taught either individually, in pairs, or in small groups, for piano, violin, cello and woodwind lessons. Violin, cello and some of the woodwind lessons are provided by Cambridgeshire Music. Piano and woodwind lessons are given by qualified, self-employed teachers. Parents are directly responsible for their payment. There are usually 10 lessons per term.

Music Clubs

A KS2 choir meets weekly and they perform at the annual national Young Voices event and at other school events.

Other Music groups e.g. recorders, for different levels of ability, meet weekly at lunchtimes, dependent on availability of specialist teachers.

Music Productions and Performances

All of our pupils are given the opportunity to perform in some form of production / assembly at least annually.

- KS1 perform in a Christmas production which includes drama, music and dance
- Lower KS2 perform in an assembly during Spring term, which may include drama, music and dance

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- Upper KS2 pupils perform in a production at the end of the Summer term
 - Our instrumentalists may perform at an end of year concert for parents
 - The school choir perform an evening concert following the Young Voices event

7. Equal Opportunities and Inclusion

Musical activities are planned to provide effective learning opportunities for all pupils, to encourage active participation and musical enjoyment by all children, irrespective of gender or ability.

All pupils are given equal access to the programme of study at each key stage, with every reasonable effort made to ensure that material for both performing and listening is at an appropriate level.

8. How we Support all Pupils to Achieve

Caldecote Primary School Music is fully inclusive and we believe that all pupils are entitled to have access to a broad and balanced Music curriculum and they are expected to achieve end of year expectations.

However, for some pupils with special educational needs and disabilities (SEND) additional or different support is needed for them to successfully access the Music curriculum. Pupils with SEND will have a support plan or EHCP which sets out the provision they need, for example small group or 1:1 sessions or pre teaching.

9. Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Date:.....

Chair of Governors: Date: