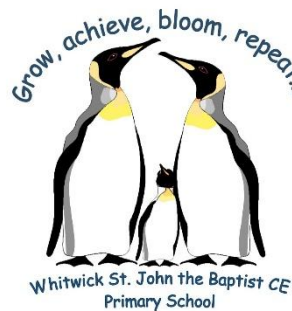


# Whitwick St. John the Baptist CE Primary School

## Music Policy



### Grow, Achieve, Bloom, Repeat

This vision is based on the Parable of the Sower from Matthew 13 1-23

*'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'*



Agreed by Staff:

Agreed by Governors:

Signed (Chair): \_\_\_\_\_ Date: \_\_\_\_\_

# **Music Policy**

## **1.0 Whole School Vision, Ethos & Aims**

### **Our Whole School Vision**

#### **Grow, Achieve, Bloom, Repeat**

This vision is based on the Parable of the Sower from Matthew 13 1-23

*'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'*

The parable tells us that the good soil represents the word of God. As a school, we provide the good soil, the water, the sun and the space that seeds need in order to grow and bloom.

At Whitwick St John the Baptist our approach to all elements of school life, including Music, are underpinned by our vision.

### **Our Whole School Curriculum Drivers**

Community and Culture	Communication	Confident Individuals	Ambition & Opportunities
Individuals who take pride in their own community and respect and embrace the culture of others.	Individuals who can communicate their thoughts, ideas and feelings in a wide range of different forms.	Individuals who are confident in taking the next-step in their education.	Individuals who embrace opportunities and have ambitions for the future

## **2.0 Our School's Vision for Music**

At Whitwick St John the Baptist, Music provides pupils with an enriched variety of musical experiences. Our Music curriculum is based on the outcomes of the National Curriculum which includes the study of musical appreciation and musical knowledge which together are used to develop individual skills. Our Music curriculum provides pupils with an enriched variety of musical experience and enables them to confidently play, read, compose, evaluate and appreciate music throughout the ages and diverse genres.

## **3.0 Rationale**

At Whitwick St John the Baptist we believe that Music develops pupils' confidence, communication skills, creative skills and improves their emotional well-being. Music can inspire curiosity and fascination about the world and its people and should inspire in pupils a curiosity and enjoyment in Music that will remain with them for the rest of their lives.

## **4.0 Aims**

The teaching of Music should allow children to:

The study of music should allow children:

- The opportunity to study music within the guidelines of the national curriculum irrespective of gender, ethnic origin, disability or social/educational deprivation

- To develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interests and increasing their ability to make judgments of musical quality
- The opportunity to develop individual musical knowledge and skills to enable them to understand music in relation to their own and other musical traditions
- The opportunity to explore a wide variety of both tuned and un-tuned instruments, including musical instruments from different cultures
- The learning experiences in order to develop musical skills, confidence and self esteem
- The opportunity to explore all areas of music regardless of ability
- To explore and enjoy the fun of music making both in groups and at an individual level
- To be involved in musical performing, composing, listening and appraising.
- To perform their own compositions and works of others to a variety of audiences (such as other children, classes, year groups, school, parents and the wider community)

### 5.0 Programme of Study

#### **Foundation Stage to 6**

For Years 1 to 6 we follow the National Curriculum Programme of Study for Music which is provided by the Leicestershire Music Primary Scheme of Work.

The teaching of our Music Curriculum is divided into six areas:

- **Pulse**
- **Voice**
- **Rhythm**
- **Pitch**
- **Music Technology**
- **20<sup>th</sup> Century Music**

### 6.0 How Music is taught

- Music is taught within each individual class. It is also occasionally taught as a whole year group and mixed age groups within each key stage.
- All children are given the opportunity to develop their own musical appreciation by listening to the diverse range of music provided by the staff during whole school assemblies.
- Children are given the opportunity to learn a musical instrument in years 4, 5 and 6 as part of Whole Class Ensemble Teaching (WCET)
- Children are given the opportunity to be taught music on an individual basis by a private peripatetic teacher, on a fee paying basis.
- In Year 3 there is the opportunity to be involved in Vocalease which combines music and singing
- Singing is promoted as an enjoyable activity taking place in the classroom and also in assemblies.
- Pupils in Key Stage two are given the opportunity to participate in the school choir, which enables pupils to have the opportunities to perform to wider audiences and collaborate with other school choirs.

## **Cross Curricular opportunities**

Music is a subject that particularly lends itself to other areas of the curriculum. Planning these cross curricular contacts are seen as a vital part of the teacher's work. English skills, including composition and reading notation, as well Mathematical skills are also embedded into elements of the Music curriculum.

## **7.0 Assessment**

Assessment of the children's work, skills and knowledge will be made using: Assessment will often be of a practical observational nature, where teachers will record particular achievements of individual and groups of children. Year groups will show their progression through performance to year groups, whole school and the wider community.

## **8.0 Roles and responsibilities**

For full roles and responsibilities of the curriculum, please reference the curriculum policy.

### **Curriculum Leader**

The Curriculum Leader maintains an overview of the curriculum provided by the school for Music and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff.

### **Subject Leader**

The Music lead ensures that all the aspects of the National Curriculum content are covered within the Curriculum and Progression Maps. The maps feed into the wider curriculum medium-term plans written by class teachers. The subject leader will review the Curriculum and Progression Maps and medium-term plans to ensure that children's learning becomes increasingly more challenging and progressive as they move through the year groups. They maintain an overview of standards within their subject.

The subject leader also produces annual action plans for their subjects; supports the writing of medium-term plans of class teachers; analyses the standards within the subject; provides or signposts staff towards training and resources and engages in developmental work/ research projects with external colleagues.

The subject leader monitors and evaluates the standards achieved by children. They evaluate the quality of teaching and learning in their subject through a range of monitoring activities which include: lesson views, learning walks, data analysis and pupil interviews.

The subject leader will take the opportunity to develop their leaderships skills within the subject through a range of opportunities which include external courses, attendance of local school networks and In-service training.

## **Class Teacher**

Class teachers have the final responsibility to produce class specific, medium-term planning for their children. They also have responsibility for the standards their children achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from subject leaders when appropriate and are required to ensure all provision promotes an 'Inspirational Learning Community'.

### **9.0 Parents**

We recognise that parents make a significant difference to children's progress and encourage this partnership. We aim to strengthen this link through:

- Providing half termly topic maps that involve parents of the content being taught that half term,
- Provide feedback in the 'End of Year School Report',
- Signpost external opportunities to parents,
- Provide useful links on the website.

### **10.0 Special Education Needs and Disabilities**

The teaching of Music takes into account both the Special Education Needs and Disabilities Policy and Equality Policy. We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

### **11.0 Health and Safety**

As with all activities in school, teachers need to ensure that teaching in Music promotes health, safety and the well-being of children in line with the Health & Safety policy.

### **12.0 Monitoring and Evaluation**

The music Curriculum leader will monitor and evaluate music across the school, in accordance with the School Development Plan, by:

- ❖ Sampling work from each year group to assess pupil attainment
- ❖ Carrying out occasional classroom observations to monitor how teaching matches pupil needs
- ❖ Identifying areas in need of development, including INSET

In addition to the above tasks, the music curriculum leader shall:

- ❖ Revise and update the music policy and oversee changes in light of curriculum and teaching needs
- ❖ Advise and discuss with teachers a range of music related topics.
- ❖ Liaise with other staff to identify resource needs.
- ❖ Plan and arrange appropriate INSET as required
- ❖ Liaise closely with other subject co-ordinators, particularly where there are opportunities that could support/enhance the topic.