



'Train up a child in the way they should go and when they are old, they will not depart from it.' Proverbs 22:6

Music Policy 2024

Music is part of our creative curriculum. We rejoice in our rich diversity and our broad, balanced curriculum that provides opportunities for all to achieve excellence, open minds and inspire dreams both now and the future.

Key Aims

The aims and objectives of learning Music in our school are to:

- 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.

National Curriculum, 2014

The Teaching of Music

At Christ Church, we use 'Rock It' and 'Kapow' to provide our children with quality first teaching of Music.

Rock It

- Children are taught by a professional musician for 1 hour every other week.
- Each Music lesson is practical, learning a variety of songs on the keyboards, drums, ukuleles, steel pans and glockenspiels.
- Alongside this, children are taught the theory of music, in order that they can compose their own music and meaningfully discuss the music of others.

Kapow Music

- Children are taught by their class teacher for 1 hour every other week, using the vast resources available. Units to be taught are set out in the 'Music Long Term Plan'.
- During these lessons, children watch, listen to, discuss, play, compose and analyse music from different cultures and time periods.
- To create music in these lessons, children use mainly percussion instruments and learn to use their voices and bodies as instruments.

Methodology

As part of the creative curriculum, Music should be relevant, engaging and practical in our school. To ensure that this is the case, and that our pupils are achieving excellence, we do the following:

- use voices, bodies and/or musical instruments in each Music lesson
- provide children with the opportunity to use and practise taught skills
- use musical terminology (where age appropriate)
- learn songs, rhymes, chants, raps, stories and poems
- play games and quizzes to reinforce subject knowledge and understanding
- focus on both practical and theoretical areas of Music
- provide opportunities for independent and group work

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- allow children to perform regularly to their class mates or a wider audience
- host extra-curricular activities to cultivate children's love of Music
- use ICT to produce and record music (where appropriate)

Outcomes for Music in EYFS

Children are taught to:

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

EYFS Profile, 2024 Handbook

Outcomes for Music in Key Stage 1

Children are taught to:

- use their voices expressively and creatively 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
- experiment with, create, select and combine sounds using the inter-related dimensions of music

National Curriculum, 2014

Outcomes for Music in Key Stage 2

Children are taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

National Curriculum, 2014

Assessment

The outcomes for children (as outlined above) will be measured through:

- lesson-by-lesson formative teacher assessment
 - This is in order that all pupils are supported and challenged during each lesson.
- half termly summative assessment (see 'Assessment' document) completed by the class teacher and Rock It teacher
 - This is where children's outcomes and overall progress can be seen.

Health and Safety

Teachers must provide children with a safe learning environment by putting the following in place:

- Instruments are put away carefully when they won't be in use for a period of time.
- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.

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- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of instruments requiring a mouthpiece.

Role of the co-ordinator

The co-ordinator will:

- Liaise with the class teachers to timetable and co-ordinate Music lessons to ensure that resources are shared.
- Where possible, to support staff in delivering Music by providing resources and informing them of any training opportunities.
- Attend any central training and meetings as appropriate and disseminate information back to staff.
- Co-ordinate extra-curricular Music events.
- Co-ordinate in-school Music opportunities to enrich learning.
- Monitor teaching and learning through team teaching, assessment and video evidence.

Equal Opportunities

Every pupil at Christ Church Primary School will have equal access to the school's Music programme regardless of race, colour, creed, ethnic origin, age, ability, sex or disability, and thereby fulfil their God-given potential.

To ensure that this is the case, the following strategies are in place:

- Use of visual aids
- Consistent hand signals to mark different instructions
- Teacher modelling of each task
- Group and independent activities
- Groups structured to provide support
- Tasks with small, clearly identified steps
- Practical activities
- Use of teaching assistant or class teacher to support some learners.

Each child should feel confident and supported whilst learning Music, and we strive to ensure that this is the case for every pupil in our care.

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Review

This policy has been reviewed: June 2023

This policy will be next reviewed: February 2024

Next Review: February 2024