



FENITON C of E PRIMARY SCHOOL

Music Policy:

‘Believing and Achieving together to be THE BEST WE CAN BE’

This policy has been developed with and will be implemented in accordance with the HEART Christian values of our school.

Contents

1. Purpose
2. Introduction and vision
3. Intent
4. Strategy for Implementation (4a-h)
5. The contribution of music to other aspects of the curriculum
6. Leadership and Management

1. Purpose

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school’s approaches to this subject in order to promote public, and particularly parents’ and carers’ understanding of the curriculum.

2. Vision: the importance of music to the curriculum

At Feniton Church of England Primary School, we strive to create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential as human beings. Our Christian HEART Values provide a foundation on which we can become happy and reflective learners. We aim to equip all our children with the skills and positive attitudes to become creative, independent and above all- resilient thinkers within an ever-changing world.

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils’ ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music-making, both

individual and communal, thereby developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic awareness, sensitivity and fulfilment.

3. The aims of music and how these contribute to the school's aims

The school intent is to:

- Foster pupils' sensitivity to, and their understanding and enjoyment of, music, through an active involvement in listening, performing and composing and appraising;
- Enable all pupils to realise their individual creative potential and to express themselves through music;
- Enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising;
- Extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places;
- Enable pupils to experience fulfilment and greater depth where possible, which derives from striving for the highest possible artistic and technical standards within any style of musical expression;
- Develop, through music, pupils' skills which contribute to learning across the curriculum;
- Contribute to the community and the school's ethos, vision and HEART values.

4. Strategy for Implementation

4a Entitlement and curriculum provision

Pupils receive a broad and balanced curriculum in which sufficient time is provided to teach music and to provide for progression in knowledge, skills and understanding. Staff plan for music in line with the skills ladder and progression for music at Feniton- providing opportunities to explore greater depth where appropriate, whilst following the 2014 National Curriculum- Programmes of Study for Music, with the following in mind:

'Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.'

Close links with the Devon Music Hub enables Feniton to share expertise, knowledge and instruments with other schools within the community. These links have continued beyond and despite the disbandment of learning communities.

Each year group has weekly music lessons, taught by class teachers, HLTA's or music specialists, ranging from 30 minutes to one hour. The whole school has a hymn/singing practice once a week, plus a further half an hour singing practice which is split into different age groups- both led by music specialists.

All pupils have the opportunity to take part in extra and extended activities and instrumental tuition is provided according to pupils' and parents' wishes, whenever possible.

4b Teaching and learning

Teachers select the appropriate teaching strategies to suit the musical activity and its purpose. Feniton currently uses the following resources to aid music teaching and learning where applicable: Music Express, Bubbles, Charanga and Sing-Up. Each unit of work in music is designed to develop skills and understanding

in both the National Curriculum content and aims of music – these are outlined in more detail in assessment big books (one per year group.)

Teachers support pupils' musical learning, for example in composing by offering ideas, explaining, giving examples or allowing free exploration. These composing activities may involve younger pupils working as a whole class. As the pupils progress, especially at Key Stage 2, they develop their ideas individually or in small groups. In year 5 and 6 the musical ideas are developed from individual or small group work so that it contributes to pupils working together in a large group. Teachers use challenging questions in listening and appraising activities to generate discussion and debate.

Whole class instrumental tuition is taught on the following instruments where planned: djembe drums, mini C steel pan drums (OLLC class set rotated), ukulele, recorder, keyboard/ glockenspiel and ocarina.

4c Extra-curricular opportunities

Extra curricular activities take place for specific purposes. The aims and purposes for each group are defined clearly. These determine whether pupils need to be auditioned or whether access is open to all. Pupils at Feniton are currently able to join a samba band, recorder groups and a singing club. An orchestra is held weekly at West Hill Primary School.

Paid instrumental tuition is undertaken by five specialist peripatetic staff and available for all pupils from Year Two upwards. Pupils are given the opportunity to learn the following instruments: Stringed instruments, woodwind instruments, brass, piano, keyboard, drums and acoustic guitar.

4d Impact

The use of 'big books' for each class enables teaching and learning to be assessed and evaluated on a half termly basis. These books travel through the school with each class, enabling consistency between year changes and ensuring progression in learning. Each 'big book' has been adapted to take into account musical changes in the 2014 curriculum, opportunities to explore greater depth, as well as the skills progression ladder for music at Feniton. Over the years, music assessment has moved from audio tapes to now recording pupils and their musical achievements for instant self and class assessment. Feniton avidly uses this process, as well as photographs/ work samples. These provide the basis required to make a summary judgment about whether children are working at age-related expectations.

4e Inclusion

Teachers are expected to include in their planning how to meet the targets identified in pupils' IEPs. Staff are aware that learning needs in one subject, do not always transfer to music. Emphasis is also given to those on the Gifted and Talented register for music, with appropriate opportunities offered to explore greater depth learning within music.

Pupils are invited to volunteer their musical skills, by playing in a weekly family and friends Act of Worship. This enables the performer to play to a wider audience and the listener to experience live music. Feniton hold a number of musical opportunities and performances throughout the year, as well as inviting pupils to many out of school musical encounters.

4f Learning resources

The spare classroom contains nearly all music resources for both staff and pupils: all tuned percussion instruments, specialist untuned instruments, music stands, music centre, posters, music resources, music trolleys and CDs. The drum kit remains in the hut, where weekly lessons take place.

Djembe drums, Steel pans (shared resource) and piano are kept in the hall. In addition, the Foundation Stage Unit has age appropriate instruments within the classroom.

4g Safe practice

The school has adopted the Health and Safety guidelines published by Devon Curriculum Services. These explain how risk assessment should be carried out and they identify good practice, for example in the use of shared mouthpieces.

4h The role of parents and carers

The subject leader and visiting instrumental teachers provide advice to parents and carers in relation to how to support their child in developing their musical and instrumental skills.

5 The contribution of music to other aspects of the curriculum

The contributions to English, Maths and computing are planned to match the levels of expectation in those subjects.

English

Music supports the development of reading and offers many opportunities for use of language, including descriptive and responsive speaking and writing.

Maths

Music supports the development of sequencing and awareness of pattern. Both rhythmic and melodic work requires numerical descriptions and graphical representation.

Computing

Most year groups incorporate the use of music technology, although this is an area of development, in terms of IT music programs. Pupils are expected to become competent with simple keyboard skills, as well as using recorded evidence to appraise and assess.

Spiritual development

In order to develop aesthetic awareness and an enjoyment of music, lessons are planned to ensure that pupils receive satisfying and exciting musical experiences. Song lyrics are discussed and moral issues explored. Opportunities are given to learn songs about the environment and to experiment with improvising music on instruments to express human emotions.

Personal and social development

This is promoted through music activities. There is a special emphasis on sharing resources, in “taking turns” and on listening to each other’s views – being a critical friend.

6 Leadership and management

Staff development and training opportunities

To develop staff confidence and competence in teaching music:

- The subject leader will attend INSET – annual south-west music conference;
- Whole-school training needs are identified as a result of the monitoring and evaluation programme;
- Other training needs are identified through induction programmes and performance management;
- The subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;

- Where necessary, the subject leader leads (or arranges) school-based training.

The subject leader supports teachers in developing, practicing or refining their skills in the following ways:

- Meeting, when necessary, with teachers and learning support staff to clarify content and teaching approaches in the scheme of work;
- Maintaining resources for each unit of work;
- Ensuring 'big books' are used, skills progression followed and form a basis for pupils next steps.
- Implementing points highlighted from self-evaluation and from the last OFSTED inspection.

Leadership and management roles

The subject leader is responsible to the head teacher for standards achieved, the quality of teaching and learning and management of music. The subject leader is responsible for monitoring and evaluating the quality of the music curriculum and to reporting to the head teacher. The subject leader is responsible for support staff as the need arises and liaising with instrumental staff and other visitors.

How the subject is monitored and evaluated

The subject leader monitors and evaluates the implementation of the scheme of work and reviews planning. The subject leader is responsible for completing annually an action plan outlining action to be taken to maintain and improve standards.

Review

This policy will be reviewed every three years in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards.

Rebecca Totten (Music Co-ordinator)