



'Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.'

'In the same way, you should be a light for other people.
Live so that they will see the good things you do'

Matthew 5:16 (ICB)

MUSIC POLICY

OCTOBER 2022

Reviewed by: D. Kennard October 2022

Date of next review: October 2024

Introduction

At St Peter's our main priority is to encourage children's full, active and enjoyable participation in all forms of music, irrespective of ability. The key elements of music may be summarised as: 1. Listening and Appraising 2. Undertaking musical activities such as games, singing, playing, improvising and composing 3. Performing and sharing

Aims

Through our provision we aim to ensure all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions
- learn to sing and to use their voices
- learn to create and compose music on their own and with others
- have the opportunity to learn a musical instrument
- use technology appropriately
- 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.

Planning

In Foundation Stage, the children follow the Early Years Foundation Stage (EYFS) curriculum. Key Stages 1 and 2 follow the requirements of the National Curriculum 2014 using **The Charanga Musical School Scheme**, which provides them with week-by-week lesson provision. The Scheme supports all the requirements of the national curriculum. Teachers chose two out of the six units available and during one term, teaching is provided by a music specialist from The Shropshire Music Service to teach whole class percussion or instrument such as the cornet.

Assessment, recording and reporting

On-going, formative assessment, both during and at the end of each unit, will inform summative assessments. Children will be assessed as **B - below, WT – working towards, EX – expected or GD – greater depth**. Teachers include written or photographic recording in books. Children's progress is reported to parents annually as part of the child's school report.

Spiritual, Moral, Social and Cultural Development

Through music, the children will be allowed to express their feelings and their confidence will be nurtured in a supportive environment. They will be able to reflect upon the performances of others sensitively. The skills of independence, resilience and time management will be enhanced as well as a sense of unity. Children will be given opportunities to create their own music and to incorporate different musical influences in their own composition.

Extra-curricular activities

Instrumental tuition

Private tutors provide instrumental tuition at St Peters. Lessons are currently given on site in the music teaching room for piano, drums, violin, cornet and guitar. To take part in tuition, children are withdrawn from normal timetabled school lessons or, where possible, have tuition before or after school. Where children are withdrawn from timetabled lessons, there is an understanding that the peripatetic teachers rotate children's tuition times on a half termly basis to ensure that teaching time from one subject is not continuously missed. From time to time, instrumental lessons are promoted through recitals during assembly and children/parents are kept informed of opportunities.

Choir/school plays/clubs

During the school year, children are invited to form a choir in order to participate in Young Voices and community events such as Wem Christmas Festival. Children are also given many opportunities to sing in the numerous school productions held throughout the year. There is also a ukulele club for children which is run by SMS

Equal Opportunities

The music policy firmly supports the equal opportunities philosophies of the school and all children will have access to the music curriculum.

Special Educational Needs

Where necessary, adaptations are made to the curriculum, to equipment and to resources to allow access to music for children with SEN, including provision for musically gifted children.

Resources

All musical resources and instruments are stored centrally for teachers to access