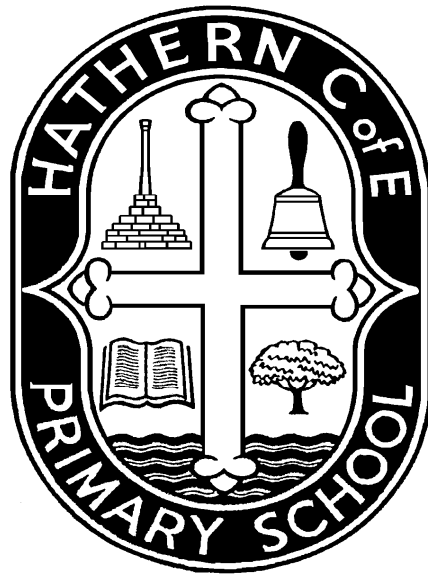


Hathern Church of England Primary School



Music Policy

At Hathern Church of England Primary School,
we believe in 'Learning and Caring Together'

This policy will be reviewed every 3 years (in accordance with School Policy Review Schedule), or when DCSF/LA legislation requires, or when requested by staff, governors or parents.

Policy re-write Autumn 2015: HT _____

Autumn 2015: Govs _____

Policy review Autumn 2018: HT _____

Autumn 2018: Govs _____

Music Policy

Section 1: Policy Intention

This policy is intended to ensure that across the school there are agreed practices and principles in Music. It outlines the teaching, learning, organisation and management of this essentially practical subject enabling music to be delivered in ways that are imaginative, purposeful, planned, disciplined and enjoyable.

The teaching of music should ensure that pupils:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Section 2: Agreed Procedures

The school subscribes to the Charanga Music Scheme. This scheme supports the music curriculum and provides the necessary details, activities, accompaniments and recordings to ensure a comprehensive range of teaching across the school.

The whole school participates in a weekly singing assembly.

Children in KS1 and KS2 have the opportunity to join singing groups which perform at events during the year.

A range of music is played at the beginning and end of collective worship.

In year 3 all pupils learn a musical instrument as a whole class, taught by an outside agency. An opportunity to extend this initial teaching is offered in subsequent years.

Section 3 : Monitoring and Evaluation

Questions to Ask?

- Are staff delivering all elements of the Charanga Music Scheme, ensuring the range of skills specified in the music curriculum are covered?

- Are AfL principles and agreed practices being implemented?
- Do CTs make effective use of support staff?

Section 4: The Long-Term Plan

- Learning and teaching is based predominantly upon the New Curriculum guidance and expectations, with class teachers having access to the Charanga Music Scheme as a core support material.
- Expertise will continue to be sought in order that instrumental tuition for children in KS2 can be provided.
- Singing will be promoted across the school offering opportunities for performance.

Section 5 : Assessment

Assessment is an on-going process achieved through observing the pupils during their preparation and performance, examining the work produced and listening to their responses.

Teachers will report formally to parents through the end of year written report.

Section 6 : Cross-Curricular Links

Children will develop musical skills, knowledge and understanding through a variety of activities, using a range of resources.

Music will sometimes form an integral part of a cross-curricular theme. Where music is integrated into a topic, the scheme of work will ensure that lessons include music-led objectives.

Section 7 : Inclusion

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement; to promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

SEND

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by each pupil. Staff may encounter a wide range of pupils with SEN, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access, will be met through greater differentiation of tasks and materials, consistent with school based intervention, as set out in the SEN Code of Practice.

| *x-ref SEND Policy and SEN Code of Practice*

Gifted and Talented

For pupils whose attainment significantly exceeds the expected level, a range of more challenging musical activities will be planned. Talented pupils will also be given the opportunity to develop their composing and performing talents. Staff will ensure that the Gifted and Talented Lead Teacher is aware, so that wherever possible, opportunities can be offered by the school to extend learning.