**ST ANDREW’S METHODIST PRIMARY SCHOOL**

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**Music Policy**

Reviewed January 2023

Headteacher Date:

Chair/Vice Chair Of Governing Board Date:

Date of Next Review January 2025

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

**St Andrew’s Methodist Primary School**

**Music Policy**

**Music ethos**

## Our school vision statement, **‘Striving for excellence- together as one with God,’** reflects our mission to ensure our pupils have a wide range of curriculum opportunities to support spiritual development and enable all to flourish. The importance of music in our school life, environment and curriculum is evident to all, as it the impact on pupils.

At St Andrew’s Methodist we value music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It 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. Music is also an integral part of our worship and praise.

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.

**The school aims to:**

* Foster pupils’ sensitivity to, and their understanding and enjoyment of, music, through an active involvement in listening, performing, 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.
* Develop, through music, pupils’ skills which will contribute to learning across the curriculum.
* Contribute to the community and the school’s ethos.

**Outcomes for the pupil**

**Performing**

Children will have the opportunity to:

* Learn and join in with a wide variety of songs and rhymes
* Control sounds through singing and playing
* Perform music to a variety of audiences

**Composing**

Children will have the opportunity to:

* Compose music for a variety of purposes and audiences
* Write their own musical compositions using symbols to record these.
* Creating and developing musical ideas
* Explore rhythmic and melodic ideas

**Appraising**

Children will have the opportunity to:

* Discuss and appraise musical activities through an experience of both the performance of live and recorded music by peers and professional musicians
* Responding and reviewing
* Listening and applying knowledge and understanding
* Move or dance in response to a wide range of music

**Strategies for teaching and planning**

**Music Curriculum Early Years Foundation Stage**

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child’s development. Music comes under the ‘Expressive Arts and Design’ area of learning within ‘Exploring and Using Media and Materials’ and ‘Being Imaginative’. The EYFS curriculum starts from birth and children progress though each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. EYFS lessons are taught referring to the “Music Development Matters in EYFS” guidance.

**Exploring and Using Media and Materials**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being Imaginative**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

**Time-tabling and planning ensures that:**

* Each class has regular opportunities to learn about music, involving whole class, small group and individual activities.
* There is sufficient opportunity for children to participate in active music making, covering western and non-western cultures.
* Children discover, explore and develop technical skills
* There is usage of a variety of musical instruments including the voice.
* Children begin to refine listening skills
* There are experiences to support the learning and adopting of the principles and procedures inherent to the discipline and nature of music traditions and conventions.
* Children learn how to create, store and display musical sounds.

# **Cross-curricular links**

The music curriculum may be taught as a subject in its own right however to increase the enjoyment, knowledge and understanding of all subjects, including music, cross-curricular opportunities are **always exploited**.

# **SEN, differentiation and equal opportunities**

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. Music is broad and ‘open-ended’, providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons are appropriate for all children of any ability. Provision is made for children with different learning abilities through a variety of tasks and responses. Where pupils have special educational needs, which are not identified as being learning difficulties but require other special provision (e.g. technological aids) then we will endeavour to make provision.

# **Resources**

Staff use the Charanga music scheme to support planning and the teaching of learning objectives. The music curriculum is resourced with percussion instruments for EYFS, Key Stage 1 and Key Stage 2. Children should be taught from an early age how to use, clean and care for all these instruments and also to check each instrument before returning it to its storage area.

# **IT**

Teachers enrich the scheme of work using websites such as Espresso and BBC schools. Children are given the opportunity to use I pads/ tablets and computer software to record sound and pictures.

# **Role of Subject Leader**

* Monitor the quality of teaching and learning in music.
* Ensure coverage of curriculum and skills in music.
* Provide advice and assistance to all staff when requested, in order to implement the music policy consistently throughout the school.
* Organise resources to support the school music policy and scheme of work
* Co-ordinate purchasing, organisation and distribution of resources
* Help organise special events and extra-curricular activities
* Facilitate professional development opportunties

# **Conclusion**

Music is at the heart of much of what we do at St Andrew’s. There are opportunities for all our children to live and breathe music throughout their time with us. We aim to make music enjoyable as well as educational and believe that this aim is realised.