



Hoole St. Michael Church of England Primary School

Music Policy

Member of staff responsible: A Mesghali

Date policy written: November 2020

Date to be reviewed: November 2024

Vision Statement

Christ's love is in everything we do at Hoole St Michael.

Our creative and high-attaining Church of England Primary School is safe, loving and supportive.

We encourage the building of good relationships and friendship through respect, tolerance and understanding.

Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.

Bible Verse

I can do all through Christ who strengthens me.

Philipians 4:13

1. Aims and objectives

Music is a foundation subject of the National Curriculum and an important part of developing our children's ability to develop their creativity, express their ideas and understanding and to work both individually and collaboratively with others. Each class plans music lessons, which aim to ensure that children are able to develop specific key skills. At Hoole St. Michael, we pride ourselves on the singing which takes place. Singing is a part of every music lesson. As a church school, we also see singing hymns as an important factor within our worship and a means of collectively praising the word of God. The warmth and depth of feeling behind the children's singing is certainly moving and gives everyone a feeling of togetherness and enjoyment.

Children will be taught 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.

2. Teaching and learning style

To ensure that high standards of teaching and learning occur in music, we implement a curriculum which is progressive throughout the school. The planning, teaching and implementation of music is based on the National Curriculum 2014 and Expressive Arts and Design in the Early Years Foundation Stage. As a school, we adapt and use units from Charanga. During each half term, we study a classical piece of music in order to develop the children's musical appreciation.

3. Music curriculum planning

We use the National Curriculum 2014 for music as the basis for our curriculum planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school. At Hoole St Michael, children are enthusiastic about music. The use of musical vocabulary is developed and celebrated along with many musical talents. We aim for our children to have developed a love of music and for some a life-long passion for playing.

4. Assessment and recording

We assess children's work in music by making informal judgements as we observe them during each lesson. This then feeds into our teacher assessment document where we assess against the key skills for each unit.

5. Resources

There are sufficient resources for all music teaching units in the school. There are class sets of glockenspiels, recorders and African drums. We also encourage children to bring in their instruments being learnt at home to join in with class compositions where appropriate.

6. Inclusion

At Hoole St Michael, we aim to:

- Provide for all children so that they achieve as highly as they can in music according to their individual abilities;

- Identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment;
- Identify able and gifted children and provide suitable learning challenges;

7. Role of the Subject leader

The Subject Leader at Hoole St Michael, currently Mrs A Mesghali, is responsible for improving the standards of teaching and learning in music:

The Subject Leader will:

- Monitor and evaluate music through lesson observations, pupil interviews, planning scrutiny and work scrutiny. This will follow the school monitoring timetable.
- Take the lead in policy development
- Audit and support colleagues in their CPD
- Purchase and organise resources
- Keep up to date with recent curricular musical developments

8. The Governing Body

Regular reports are made to the governors on the progress of music provision

This policy will be reviewed every three years or in the light of changes to legal requirements.

CONCLUSION

The music policy addresses the issues relating to equal opportunities, children with special educational needs, the health and safety of pupils and staff and teaching and learning by incorporating the principles, values, aims and objectives in the following school policies:

- Equal Opportunities
- Special Needs
- Health and Safety
- Teaching and Learning
- Gifted and Talented

This music policy will be reviewed by the music subject leader.

Date for next review of this document-

This policy was approved by the Governing Body on.....

Signed..... Date..... *(Chair of pupils and curriculum)*

Signed..... Date:..... *(Headteacher)*