

Harby C of E Primary School

Music Policy

EQUAL OPPORTUNITIES

INCLUSION AND EQUALITY STATEMENT

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

STATEMENT OF INTENT

Intent of our school's music provision

Music is a unique way of communicating that can engage, inspire and motivate children. It can engage personal expression and it can play an important part in the personal development of people and can promote a keen interest in music which will last for the whole of their lives. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. As well as being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community.

We provide opportunities for all children to create, play, perform and enjoy music to develop skills to appreciate a wide variety of musical forms and to comment about the quality of music.

At Harby CE Primary School we aim to:

1. promote and support curriculum music for all children as an entitlement through their classroom experiences and follow the 2014 National Curriculum in full.
2. provide experiences and resources which promote knowledge, skills and understanding in music, in relation to both their own and others' musical traditions.
3. provide learning experiences in music which promote confidence and development of the child.
4. promote a music curriculum with relevant differentiated experiences to make music accessible to all children.

5. promote progression and continuity in music through careful curriculum planning and monitoring of each child, in line with the school's policies assessment and recording.
6. promote the continuing development of expertise and confidence in music for all members of the teaching staff through staff meetings planning meetings.
7. recognise ways in which computing skills may be incorporated into and developed by the music curriculum and used to enhance the musical experiences of all children.
8. promote the opportunity to perform to a wider audience.
9. recognise and respect the spiritual, social and cultural links with music.
10. promote cross-curricular links with other subjects.

1. Entitlement

- The Leicestershire Scheme of Work for Music is used to ensure progression and continuity in children's musical experiences and the development of knowledge and understanding.
- Planning for music is for all children and tasks will be differentiated accordingly.
- Resources are accessible for all pupils.

2. Knowledge Skills and Understanding

- Using the Leicestershire Scheme of Work for Music, children's musical experiences develop the interrelated skills of Performing, Composing, Listening and Appraising.
- Children develop musical and technical skills through a variety of musical activities and the use of a range of resources.
- Children develop an understanding of the musical elements and their use. They are able to use technical terms confidently and in the correct context.
- Children regularly perform their own compositions and the works of others to a variety of audiences (such as other children/classes/year groups, school, parents, the wider community).
- Children build a musical repertoire and use technical vocabulary confidently and appropriately.
- Children develop knowledge of music of different times, places and diverse cultures with respect.
- Children regularly listen to and evaluate their own work as well as the work of others.
- Children appraise music with high levels of respect and concentration.

3. Personal Development

- Children's work is valued through regular performance and constructive feedback by both staff and pupils.
- Pupils self-assess their work and know the next steps for development.
- Children's work is valued through recording and performing it.
- Children perform live or through digital recordings which can then be shared with peers, others in the school, parents and the wider community to develop confidence and constructive feedback from others

4. Differentiation

- Where appropriate, tasks are set which offer open ended outcomes to allow for differentiation (e.g. composing sequences, singing responses, improvising melodies) therefore enabling a variety of responses.
- Appropriate resources and materials are selected for all children.
- Setting differentiated tasks to different groups of children.
- Providing resources of different complexity depending on the ability of the child.

- Mixed ability groups with different outcomes for children who need challenging.
- Using teaching assistants to support work of individuals or groups of children

5. Planning

- We used the Leicestershire Scheme of work for Music to guide our planning for high-quality musical opportunities for all our children throughout the school.
- Appropriate planning is made for special needs, and gifted and talented pupils, through additional support, appropriate resources, access to activities and building on prior learning.
- Differentiated experiences in relation to age and/or ability, either through task or outcome is fundamental to all planning.
- Music activities are also planned in other subjects thus creating cross-curricular links

6. Extended Curriculum

- Children are encouraged to engage in music activities beyond the classroom (e.g. through various music clubs and by enjoying listening to visiting musicians and by taking part in music festivals such as the annual Vale Choral Collaborative Project and concerts).
- Children wishing to receive additional music tuition can also do this with the help of our peripatetic music tutors

7. Staff Development

- Staff are kept up to date with current requirements and other issues.
- Staff receive training and support from the co-ordinator when/where appropriate.
- Provision is made to enable the co-ordinator to keep up to date with current issues by having access to CPD, events outside the school and liaisons with advisors.

8. Information Technology

- Planning fully incorporates use of computing skills
 - a) for pupils use.
 - b) for the purposes of assessment and recording children's work.

9. Resources

- Most musical instruments are centrally stored in the music cupboard in the library
- The library also contains a good supply of topic books to support children's individual research.
- Children's individual research and music making is also supported using computer technology

Assessment and recording

Assessment procedures for music will follow our school policy and will be based on the key objectives of the New National Curriculum:

- Assessment is made by observation by the teacher during lessons
- Completed work is marked and commented on as necessary according to our marking policy.
- Summary judgements are made at the end of units about the work.

Their progress and attainment each term is categorised in the following way, using our school assessment system:

- [E] Meeting expectations
- [A] Above expectations
- [B] Below expectations

Monitoring and review

- The music co-ordinator monitors the standard of work and quality of music teaching throughout the school by observing lessons, scrutinising planning and end of unit assessment sheets.
- The music co-ordinator supports colleagues and keeps informed of current developments in the subject and provides a direction for the subject in the school.
- The music co-ordinator is responsible for giving the Headteacher regular reports of progress (including strengths and weaknesses) in the subject and indicating areas for improvement.

This policy was approved on the 23.9.21
Signed: KFord