



ENSTONE PRIMARY SCHOOL

MUSIC POLICY

Definition:

Music is a means of expressing and communicating by sounds. It is to be found in many aspects of everyday life and plays a vital role in the heritage of all cultures. At Enstone, we value music as an important part of a child's whole development.

Aims:

The purpose of teaching music in our school is to ensure that all 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

The curriculum will be made available to all with equal and appropriate access regardless of gender, race, faith and ability.

Curriculum Coverage:

Pupils in Reception will be taught according to the guidance and requirements of the Early Years Foundation Stage Curriculum with reference to the early learning goals for creative development.

At Key Stages 1 and 2 pupils will be taught according to the programmes of study and attainment targets for the National Curriculum in England, 2014. Curriculum music is delivered through a programme called "Charanga", which addresses the knowledge and skills required by the NC2014 and also supports the non-specialist.

Key stage 1

Pupils will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Key stage 2

Pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils will be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Approach to teaching and learning:

- Music is taught as a discrete subject in all classes, with meaningful links made to other curriculum areas where appropriate. In addition to class lessons, there is weekly whole school singing and through assemblies, plus other opportunities for whole-school music-making.
- **Opportunities to assess pupils' progress** are identified within medium and short term planning and will relate to "I can" statements and lesson objectives.
- The school provides the opportunity for all children in Y3-6 to learn to play the recorder. Private tuition is also available for a variety of brass and woodwind instruments.
- The children take part in a variety of community music making events throughout the year, such as Harvest Festival, Easter and Summer Concerts and other special assemblies held in school. The children attend partnership music making events such as the Chipping Norton Music Festival or workshops organised through the County Music Service.
- **Inclusion:** in consideration of pupils' varied life experiences and needs we will ensure that the music curriculum is available to all pupils, with equal and appropriate access regardless of sex, race, faith or ability.
- **Role of the subject leader:** the leader is responsible for the monitoring and development of the subject as set out in her/his job description. The leader has other responsibilities within the school and therefore their action plan identifies the agreed priorities that are feasible within the specified time allocation for this subject.

Date Adopted: June 2023

Review Date: June 2026

Signature of Chair of Governors:

Devin Caswell

Signature of Headteacher:

S. Mann