

ST. PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



ENGAGE - INSPIRE - ACHIEVE

**The Christian family of St Paul's... moving forward together.
A caring, exciting and happy school where everyone
succeeds!**

Music Policy
January 2017

Mission Statement

The family of St Paul's CE Primary School work together to create a caring, stimulating and happy school environment, in which each individual can develop to his/her fullest potential within the context of Christian values.

Introduction

Music is essentially a practical subject which should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry to school.

Aims

- To encourage awareness, enjoyment and appreciation of Music in all its forms.
- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in Music.
- To offer opportunities to **perform, compose and appraise**.

Performing skills

Children will be taught to sing a wide-ranging variety of songs and to use their voices expressively.

They should have the opportunity to play tuned and untuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

Composing skills

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways, (e.g. pictorial score, by means of a tape recorder or video or using notation).

Appraising skills

Children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, dance expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

Approach

Music should be taught throughout the school, establishing cross curricular links where possible e.g. Literacy, Early Years, Numeracy, Physical and Creative development.

As well as music lessons in class, we encourage singing sessions to take place weekly and are led by the class teacher. The choir perform at local events such as the switching on of the town's Christmas lights, the Haslingden Music Festival, an annual school musical evening, PTA events and church services. The guitar, piano and recorder groups perform at the annual musical evening.

Content and Organisation

We have reviewed our Scheme of Work and are using Lancashire Music Hub - Charanga throughout school. Music Express is also available to extend music lessons. This serves as a base to aid and enhance our teaching, but it is not intended to be rigidly adhered to. Teachers should make professional judgements about when to adapt, miss out or add additional materials where this would benefit learning.

Charanga is organised into Year groups with teaching units and are designed to help us implement the requirements of the National Curriculum. They also provide the necessary details, activities, accompaniments and recordings to support our music teaching.

Continuity and progression

Later units in the scheme are designed to build on and develop earlier units, allowing for continuity and progression. There are opportunities to recap previous learnt skills.

Differentiation

Those children with a particular interest or aptitude in music can be given the opportunity to extend their education in a variety of ways, e.g. recorder groups, piano, guitar and choir.

Peripatetic teachers are used to teach keyboard, recorders and guitar lessons in school.

Pupils experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more musically able child.

Assessment

Assessment will form an integral part of the teaching and learning of music. This will be done by observing children working and performing, by listening to their responses and by examining work produced. At the end of the school year KLIPS will be completed to show the number of children working at the expected standard for their age.

Acts of worship

Pupils are given the opportunity to listen to a range of music at the beginning and the end of our Acts of Worship and hymns are sung during Acts of Worship. There is also a singing Worship, once a week.

Resources

We have a music trolley so that resources can easily be moved around the school which houses a range of tuned and untuned instruments.

- A box of recorders is kept in the main store room.
- A keyboard is kept in the main store room.
- We have a piano in the hall.
- Children bring their own guitars into school.
- Music Express resources are kept in classrooms or with the music leader.
- We have a CD collection for hymn singing. The CD collection will be extended as funding allows. We currently have a small selection of classical CDs.

Roles and Responsibilities

The Headteacher: The headteacher will actively support by encouraging staff, praising good practice and supporting staff development and in-service training.

The Music Subject Leader: The Music Subject Leader will follow the guidance set out in the stages of subject leadership document.

The Class Teacher: The Class Teacher will be responsible for the teaching of music as set out in this policy.

POLICY REVIEW

The PSHCE Policy will be reviewed annually.

This policy will be ratified by the Governing Body in January 2017

Signed by Mr W Aitkin (Chair of Governors) *W. Aitkin* Date 31.1.17

This policy will be reviewed on or before the following date: January 2018

