





Chapel Street Community Primary School

Music Policy

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Signed by Headteacher	Ella Hughes	
Signed by Chair of Governors	Tim Wheeler	

Document control	
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Main amendments as part of this review / update	<ul style="list-style-type: none"> Updated with changes to whole school Curriculum.
Links to statutory guidance	<ul style="list-style-type: none"> Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five The National Curriculum in England – Key Stages 1 and 2
Links to non-statutory guidance	<ul style="list-style-type: none"> The Key – model policy advice https://www.oxford-grove.bolton.sch.uk/information/curriculum/ Model policy
Other documents / resources used in the writing of this policy	<ul style="list-style-type: none"> N/A
Related policies	<ul style="list-style-type: none"> Teaching and Learning Policy Feedback and Marking Policy Assessment Policy SEND policy



Vision & Missions statement

Making a difference and achieving excellence for every child.

School values

- Growth – *We go beyond what is expected to continually improve standards and deliver ambitious outcomes.*
- Respect – *We do the right thing for our children.*
- Inclusion – *We care about people as individuals.*

You can find out more about school on our website: <https://www.chapelstreetprimary.co.uk/>

If you have any questions about the content of this policy:

- If you are a member of staff – speak with your line manager or a member of the leadership team
- If you are a parent / carer – contact the school office on 0161 224 1269
- If you are another interested party – contact the school office on 0161 224 1269

Justification

At Chapel Street Community Primary School, music will help refine discipline and patience and foster creativity and emotional connection. Music is a unique way of communicating which can both inspire and motivate children. We will encourage children to be creative, imaginative and responsive. Music provides the opportunity for personal expression and it can play an integral part in the personal development of an individual. Music reflects our culture and society and the teaching and learning of it enables children to better understand the world in which they live. All pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations. A mutual respect and tolerance for all cultures will be promoted through the study of music.

Intent

1. To develop the creative potential of each child by providing challenging learning situations which encourage the development and communication of the child's own ideas, experiences and feelings using a wide variety of expressive media.
2. To increase the child's sensitivity and curiosity about the environment and themselves through challenging their senses, imagination, perception and feelings.
3. To provide opportunities for play, experimentation and visual representation.
4. To talk about the work of other composers from a variety of cultural settings and visit places of interest in order to broaden their own ideas and knowledge.
5. To develop self-confidence, self-esteem and positive attitudes towards each other, school and learning by providing opportunities for responsible self-directed activities and personalised learning through which children can talk about their ideas and work and have outcomes acknowledged through display.
6. To develop self-awareness and emotional intelligence through activities which draw upon their personal experiences and feelings.
7. To provide a visually stimulating environment which challenges their curiosity and excitement about the subject.
8. To be able to evaluate and assess the work they make.
9. Access a broad and balanced, enriching curriculum where they can show progression in the development of skills.
10. Enjoy an active involvement in music and be given equal access to the experience of music regardless of the gender, race, religion or disability.

Implementation.

1. Teachers will use a variety of creative and practical activities to teach pupils the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
2. Children will be provided with opportunities to generate, develop, model and communicate their ideas through discussion, annotated sketches, templates, mock-ups, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
3. Teachers will follow our curriculum which provides children with a varied range of relevant and engaging assignments which allow them to design and make different products aimed at particular individuals and groups.
4. Children will be provided with access to a variety of materials and tools and a range of investigative tasks which allow for their exploration of different equipment, including how to use materials, techniques and tools safely, efficiently and effectively and to minimise hazards.
5. We will give children the time to explore and evaluate a range of existing products, teaching them how to determine quality, and evaluate their ideas and products against design criteria including their own design criteria and consider the views of others to improve their work.
6. Children will be taught appropriate language to describe equipment, materials, components and processes.
7. We will provide work which will give opportunities for children to design and make products and acquire knowledge and skills systematically and progressively.

Impact.

1. Children will develop their skills in inquiry and critical thinking.
2. Children will begin to feel and learn about social connectivity.
3. Children will learn about and deepen their musical understanding and connect this with their place in their community.
4. Children will become globally aware and understand what it means to become a citizen of the world.
5. Children will understand and connect with different styles of music from various cultures, particularly where cultures intersect.
6. Children will gain an understanding of historical and cultural contexts related to music.
7. Children will form their own musical opinions and learn to make their own musical decisions.

Cross Curricular Links.

Within our Music curriculum, six social questions are progressively revisited. These encourage children to explore the role of music in society. They include how can we make friends, how does music tell us about the past, how does music make the world a better place, how does music teach us about our community and how does music connect us with the environment.

Planning and Curriculum Content.

At Chapel Street, music is taught weekly following the Charanga Model Music Curriculum. The scheme is aligned with the National Curriculum for Music and the non-statutory Model Music Curriculum (MMC) Guidance published in 2021

and supports delivery of statements within the 'statutory framework for early years foundation stage' and 'development matters' documentations. The scheme provides clearly sequenced units and lessons with week-by-week support for year group. It follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. The scheme has songs and singing at the heart of the learning process, and provides an authentic musical experience. The scheme is fun, modern and inclusive and at each age and stage of development, musical learning is drawn from engaging with the songs in each unit.

The spiral design of our scheme provides the opportunities for children to be immersed in music-making activities that deepen throughout their school journey. Key musical elements and concepts are revisited continually in more complex and intricate ways to allow children to progress. This ensures a more secure, deeper learning and musical mastery occurs which enables children to develop their knowledge and understanding of music and how it relates to culture and their world experiences.

In Early Years, our curriculum is written in accordance with the 'Statutory framework for the Early Years Foundation Stage' and Development Matters. The curriculum area of Music is within the Expressive Arts and Design area of learning. Music in Reception, is taught in group carpet sessions, with shared discovery time, exploration and independent responses to the stimuli. Music in Nursery, is taught through group times using rhythm sticks, shaky eggs and bells to develop a sense of rhythm and keeping the beat. Across the Early Years, children have access to a variety of resources to support continued exploration, investigation and discussion during continuous provision. There is a written progression of Nursery rhymes for the EYFS to follow, this enables pupils to learn, rehearse and confidently perform songs building their repertoire across the phase.

Recording & Assessment.

Assessment of the quality of children's work and rate of progress will be through teachers' careful observations of the progression and final pieces of the work produced by the children. Each unit has a clear 'Key Learning' document outlining end points and the expected standard of musical learning for the year. Each unit is assessed through teacher assessment during the course of a unit, as well as an end of unit assessment check-point. Children are given a 'Met' or 'Has not met' according to their achievements in each unit. For children in EYFS, they will be assessed using the Early Years checkpoints and 'Early Years Foundation Stage Profile' criteria. Assessments will be on-going throughout the year in this phase. See the Early Years policy for more information. The Subject Leader will analyse this data at the end of each data drop and work alongside the Assistant Head teachers to ensure consistency and good progress is made across school.

Resources.

Early Years have a selection of musical instruments to use outside, stored within the outside sheds. Nursery regularly use rhythm sticks, bells and shaky eggs to support appreciation of rhythm and tempo, these are stored within the Nursery store cupboards. Music materials are stored in boxes for both KS1 & KS2 which includes a range of instruments including drums, xylophones, guitars and other percussion instruments. All teachers are responsible for maintaining the tidiness of this and put instruments back. We use the planning and resource materials from Charanga which school has purchased a licence which all staff have access to.

Professional Development.

The school will ensure that teachers and subject leaders have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with developments in Music. Areas for development will be identified through CPD meetings. Workshops linked Music are planned to provide support in delivering the National Curriculum and providing staff with model lessons.

SEN and Equal Opportunities.

Provision is made for children with Special Needs, which may be physical, cognitive, emotional, behavioural and assessment will be made on the difficulties experienced by the children. The use of music is used to build self-esteem and allows children to experience success and develop a positive attitude towards learning.

Children with English as an additional language (including INA's)

We will ensure that children who have English as a second language will be given extra support in class, as necessary, either from teachers or their peers, to enable them to gain the knowledge, understanding and skills required. We look to celebrate the music of all cultures in school, and enjoy sharing music from around the world within our classrooms.