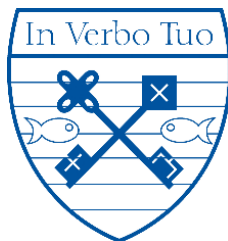


St Peter's C of E Primary School



Music Policy

Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

Rationale

Music is a stimulus and a way of expressing emotions. It can be used as part of a rich curriculum linking pupils to different times, places and cultures. Pupils should have opportunity both to listen to and make music in order to develop their own skills and interests.

Aims and Objectives for the Teaching of Music at St Peter's CEP School:

- give pupils the opportunity to listen, perform and enjoy music;
- enable pupils to express feelings and ideas through music;
- give pupils some understanding of music from different cultures, times and places;
- enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising.

Approaches to teaching Music

Teachers aim to give pupils the opportunity to work and perform in groups or individually. Pupils will have opportunities to work with instruments and to sing.

In music teachers will:

- provide opportunities for group and individual work;
- provide a range of experiences including listening, playing and singing;

- encourage pupils to evaluate their experience;
- encourage pupils to improve their performance;
- develop opportunities for pupils to perform.

KS2 whole class musical instrument teaching

In KS2, children are taught to play the glockenspiel through the Kapow scheme of work. This allows children to build on their knowledge of note length introduces pitch. Children begin by learning the letter names of the notes and then move onto reading the notes on a musical staff.

Early Years Foundation Stage

Music supports the development of EYFS Early Learning Goals in many ways including through Expressive Art and Design through 'Being imaginative and expressive' as well as in Understanding the World under 'People, Culture and Communities'. Music is used to support children in the learning of mathematical concepts as well as supporting the wider curriculum. Opportunities are made for music throughout the curriculum, being documented in medium term planning for topics and Power of Reading.

Planning and Organisation

At St Peter's CEP School, we follow the Kapow Scheme of work for Music. Teachers use this scheme to plan specific activities and open-ended learning opportunities, providing children opportunities to develop skills and foster a positive attitude to learning. Clear achievement goals are set in the planning, that reflect the knowledge and skills children need to progress. The scheme, and teachers' use of it, ensures that the work and expectations match pupils' abilities, experience and interests; demonstrating clear progression, continuity and subject coverage throughout the school. Careful long-term planning ensures breadth and balance; ensuring that the units of work are varied and provide a range of foci as children move progress through each year group. Due to the mixed year groups, we run a two-year planning cycle of design and technology topics in Key Stage 2 to ensure coverage, this includes one year in year 3/4 which is dedicated to learning to play the glockenspiel.

SEN/Able/EAL pupils

We recognise that there are children of widely differing abilities in all classes and we ensure access to learning for all children by scaffolding their learning as needed. Any child may need extra support to understand a concept or to master a new skill and so scaffolding is available to any who may require it.

In order to ensure inclusion and engagement across all ability levels, tasks are often open-ended, facilitating a range of outcomes and results; tasks are pitched to build on children's existing knowledge and understanding and, when necessary, pupils are paired or grouped sensitively. For children who have English as an additional language, teachers provide word-bank resources or pre-teaching to support the understanding of subject specific vocabulary.

Monitoring and Assessment

Formative assessment takes place in a variety of ways in music, through the progression of skills as well as the children's ability to express their own ideas, feelings, thoughts and experiences. Assessment is built into the planning of learning experiences and allows for the teacher to use

these for future planning. Children are encouraged to improve their own learning performance, allowing them to evaluate their own work in order to understand what they need to do to make improvements. Children's learning is mainly documented on the SeeSaw app. Throughout the topic aspects of music are assessed and recorded using the Kapow scheme's assessment documents.

Monitoring and Review

- The Music leader, as well as the curriculum leader, is available to support teachers with their planning and teaching of music.
- Planning, teaching and learning is monitored and reviewed to ensure children are accessing the music curriculum.

Updated – November 2022