

Chapel End Primary School
Music Policy

'Mission Statement.'

**We aim to provide our children
with the highest possible standard
of education, through quality
teaching and learning, in a happy
caring environment.**

**We will do the best WE can to enable our children to do the
best THEY can.**

This policy was approved by:	Full Governors
Date	Autumn 2024 2025
Review Date	Autumn 2026 2027

'Music produces a kind of pleasure which human nature cannot do without.'

Confucius

Intent

Through the teaching and learning of music we intend to stimulate our children's curiosity about how sounds, patterns and melodies come together to form music. As they progress through our curriculum, we aim for our children to develop their knowledge and understanding about some of the greatest British artists that the music industry has ever produced. We aspire to immerse them in famous theatre productions and expand their experiences of music across a range of genres. Our approach to teaching and learning in music intends to allow every child to listen and appraise, compose and perform in a progressive way that engages their independence and resilience. We hope that through the teaching of music at Chapel End Primary School, that we inspire our children to learn to play a musical instrument and continue to build on the solid foundations which we have helped them to build.

We will do the best WE can to enable our children to do the best THEY can.

Aims and objectives:

The aims and objectives of learning a music in our primary school are:

- to foster an interest and love in learning how to sing or play a musical instrument;
- to introduce young children to a range of musical experiences in ways that are enjoyable and fun;
- to help children develop their awareness of cultural differences in other countries;
- to develop their knowledge of British musicians;
- to develop their knowledge of different genres of music;
- to develop the basic skills in music which will support them in further developing their musical skills in later life.

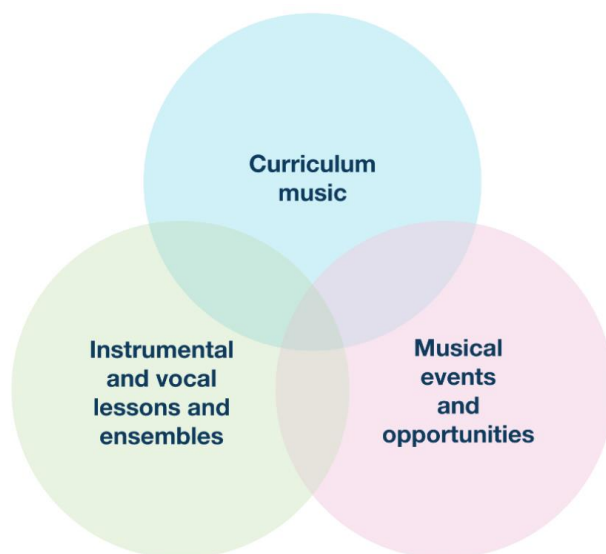
Implementation

The Curriculum

- At Chapel End Primary School, we use materials provided to us by 'Charanga' to support the delivery of music.
- Knowledge, skills and vocabulary are mapped out across each year group to ensure that there is effective progression, challenge and differentiation.
- The design of the curriculum allows for effective links with whole school events such as Christmas productions, Spring and Summer singing performances, Year 6 productions and collaborations with young voices.
- The British values are threaded throughout the curriculum.
- St Helen's music services are utilised to provide specialist tuition in identified year groups.
- The curriculum is designed to allow every child to experience music from different genres and cultures so that they have the ability to begin to form preferences.
- Children have the opportunity to learn a tuned instrument in Years 2 and 3. Professional music tuition is provided in Year 4 and the offer of paid tuition is available to all key stage 2 children. Agencies such as the music service, St Helens music service and rocksteady music service support the school in achieving many extra-curricular opportunities. In addition to this leaders provide opportunities for children to perform at young voices and St Helens sing events.
- Disadvantaged children are offered music tuition by school to substitute paid tuition.

Organisation

- Music is taught for 1 hour each week (15 minutes school theme/ 45 minutes charanga) in years Reception to Year 6.
- The outcomes of children's learning are showcased at the end of each term.
- Extra-curricular music tuition



Planning

- Teachers plan using the 'Charanga' VLE to support them.
- Using the VLE, staff choose which activities best suit the needs of their class.
- Teachers modify the units so that a least one charanga unit can be taught in depth each term along with a Chapel End singing focus.
- Teachers use the curriculum overview as a guide to support them in planning their singing focus thus enabling children to experience a wide range of genres as they progress through the school.

Teaching and Learning

- Lessons are delivered in a way that allows children to firstly develop their singing focus and then their ability to play an instrument using the charanga lessons as a key resource.
- Every lesson MUST contain opportunities to: listen and appraise, compose or perform.

Assessment and feedback

- During each lesson, children will receive relevant and appropriate feedback from the teacher to motivate them and to support their learning.

EYFS End points

By the end of the EYFS, children at the expected level of development should be able to: sing a range of well-known nursery rhymes and songs, perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Primary End Points

- sing with accurate pitch in unison or harmony with attention to phrase and dynamics
- are capable of playing a simple melody on an instrument in an ensemble and to learn it from, for example, staff notation
- are able to create short phrases of new melodic music
- demonstrate knowledge of music from a range of musical traditions
- increasingly enjoy both their music lessons and taking part in the wider musical life of the school

Monitoring

- Progress and achievement in music will be monitored in the following ways:
 - Autumn Term: Staff interviews/Dojo monitoring
 - Spring Term: Pupil interviews
 - Summer Term: Staff and Pupil interviews/ Dojo monitoring

These interviews will identify any children who have a particular talent for music and singing and any children who require further support in future lessons.

Roles and responsibilities

Pupils

- It is the role of every pupil to engage with every lesson and '*DO THE BEST THEY CAN*'
- Children are responsible for performing work to the highest standards possible.
- Children are responsible for responding to teacher feedback.

Teachers

- Use the Charanga VLE to plan lessons that challenge their current class.
- Use the Charanga VLE to support their own subject knowledge.
- Deliver lessons that are fun and offer a wide range of genres and musical icons.
- Provide children with opportunities to develop their speaking and listening skills.
- Assess work and provide verbal feedback that supports the development of learning.
- Report the attainment and progress of each child within their class to the subject leader.
- Use school-based resources to support the resources offered on the Charanga VLE.
- Seek out CPD opportunities to improve their own subject knowledge.
- To use the curriculum overview as a base to ensure a broad and balanced curriculum for all children.

- To support their class in performing during whole school events.

Subject Leader

- Create a subject intent statement with the staff.
- Write the music policy and update it every 2 years.
- Ensure that knowledge, skills and vocabulary are progressive across all Key Stages.
- Train staff in the use of the 'Charanga' VLE.
- Monitor the progress and attainment of children in music through teacher and pupil interviews.
- Support teaching staff in accelerating the learning of children identified in the monitoring process.
- Organise enrichment activities linked to music.
- Report to Governors regarding the teaching and learning of music at Chapel End Primary School.
- Use a yearly budget for music to ensure that resources are in place to allow for the effective delivery of the curriculum.
- Research new developments in music and adapt the curriculum accordingly.

Headteacher

- To ensure that the subject leader is undertaking their duties.
- To monitor attainment and progress and use this to plan the overall direction of the subject with the subject leader.
- To provide the subject leader with CPD to ensure that they are capable in their role.

Governors

- Receive annual reviews relating to the subject from the subject leader.
- Monitor that the Headteacher and subject leader are carrying out their duties effectively.

Impact

By completing the music curriculum at Chapel End Primary School children will have developed:

- Fundamental skills linked to music and singing that they can use in later life;
- A knowledge and appreciation of different genres of music
- A knowledge and appreciation of different musicians, singers and artists.
- The confidence to perform in front of others

This policy was written with consideration to:

Darren Henley's review of music 2011; The importance of music 2011;
Ofsted research review of music 2021.

The Model Music Curriculum 2023

National Plan for Music Education 2024