



The Federation of Antrobus St Mark's and Great Budworth CE (A) Primary Schools

Music Policy

Our historic schools are nestled in the Cheshire countryside, founded upon the principles of the Church of England, to serve the community, with Christian values at the heart of all we do. We offer pupils a caring, nurturing environment, where we endeavour to inspire and develop each unique child to reach their full potential, encouraging faith, hope and love of God. Our diverse and creative curriculum ensures a love of the world around us, a love of learning and a love of one another

'Love one another, as I have loved you' John 13:34

INTENT

At The Federation of Antrobus St. Mark's and Great Budworth we value Music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment. We believe that music embodies one of the highest forms of creativity, and we want the curriculum to engage and inspire our pupils to develop a love of music as well as their talent as musicians. We want our pupils to increase their self-confidence, creativity and sense of achievement. This should lead to pupils developing a critical engagement with music, allowing them to compose and listen to the best in the musical canon.

Aims

Music education in the school should enable each pupil to:

- Perform, listen to, review and evaluate music across many periods through history as well as different 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 of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Promote spiritual development through fostering a love of music by listening to and reflecting on a wide range of music, both recorded and performed live as well as learning to appreciate the natural beauty of sounds around us.

IMPLEMENTATION

The delivery of the curriculum is supported by the use of Music Express schemes of work, underpinned by the Model Music Curriculum and informed by the National Plan for Music Education

Subject content

Foundation Stage

Pupils should be taught to:

- Represent their own ideas, thoughts and feelings through music, dance and songs.
- Sing songs, make music and dance, and experiment with ways of changing them.

Key stage 1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned 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 should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should 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 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, and develop an understanding of the history of music.

Additionally the school:

- regularly makes music an important part of special celebrations,
- provides the opportunity for Key Stage 2 children to learn an instrument through the 'wider opportunities' programme.

Teaching and Learning

Teachers will use a balance of:

- Teacher prepared material
- Published resources
- Practical tasks including tuned and un-tuned instruments
- Educational visits
- Internet resources

The use of Music Express published scheme will provide structure, progression and continuity to our music curriculum.

The Music Co-ordinator

The music co-ordinator will:

- liaise with staff and offer support when required
- disseminate ideas and knowledge and remain in touch with educational development in music
- take overall responsibility for maintenance of stocks and equipment and the quality of resources
- arrange musical events for the school to take part in the wider community.

Spiritual, Moral, Social and Cultural Aspects

Music contributes to SMSC in the following ways:

- Pupils have the opportunity to listen to, and participate in, performance for the school and wider community including event to raise money for charity and visits to residential homes.
- An appreciation of how different cultures have contributed to popular musical genres today is encouraged and nurtured in our students.
- Students' cultural experiences are broadened and strengthened through our extra-curricular programme and the use of world music resources across both Key Stages which reflect the world we live in today.
- Pupils are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the feelings of others.
- Pupils take part in a wide variety of different activities which require social skills, the ability to work collaboratively as part of a pair or group, and as part of their whole class in larger ensembles.

Equal Opportunities and Inclusion

Equality of opportunity at Antrobus St. Mark's Primary School means that all children, taking account of gender, age, ability, disability, ethnic origin, faith, culture, social circumstances and sexual orientation have full access to all the curricular, pastoral and social opportunities offered by the school.

Differentiation

All children have a range of opportunities and experience. Children work at their own level and differentiation is by outcome, except when different tasks may be required for certain children at appropriate times.

IMPACT

The structure of the music curriculum ensures the children have the opportunity access consistent lessons which allow them build upon previous skills and knowledge. The children access a varied program of study (Music Express). All the children have the opportunity to interpret and respond in a personal and respectful way to the music being taught. Here, the children can refine initial ideas, develop further techniques and modify their work in order to produce work of a high standard, which is valued and celebrated.

Children who are learning an instrument have to opportunity to perform to an audience throughout and at the end of the year.

Review

This policy will be reviewed by the subject leader every 3 years.

Review

Signed:..... Chairman of Curriculum Committee

Signed:..... Headteacher

Date:.....

Review Date: November 2027

Reviewed by: Mike Hathaway



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John 13:34