



## Music Policy

May 2015

### Philosophy

Music enhances children's intellectual, emotional and social development. It is essentially practical and contributes to children's cultural and aesthetic awareness, and to their ability to communicate and express themselves.

### Aims

- To enable every child to experience a rich, varied and stimulating musical curriculum through active listening, composing and performing
- To develop enjoyment in and respect for a range of musical styles and traditions
- To provide for progression in musical knowledge, skills and understanding based on the requirements of the 2014 Curriculum.

### Strategies for Teaching and Learning

- Children are encouraged to work individually, in group and whole class situations when composing, performing and listening to music.
- Children are encouraged to value and respect all types of music, regardless of its style or cultural origin; all music making is valued.
- Continuity and progression are achieved and planned for in the Music Express scheme of work, the units of which focus on musical elements such as pitch, rhythm, etc. Elements are revisited each year.
- Concerts, assembly times and visits from musicians are used to support and extend the music curriculum. Assembly times and concerts may also be used to celebrate the musical achievements of children, and visits from musicians may involve workshops which extend the learning and experience of our Gifted and Talented pupils.
- Children in Years 1 to 6 attend Music Assembly once a week.
- Junior children receive a music lesson under the instruction of a teacher from the Music Service, and have the opportunity to learn the recorder. Year 5 children learn the cornet, under the instruction of a teacher from the Music Service. Junior children are also offered private guitar lessons.
- We provide KS 2 children with the opportunity to join the choir. Staff are encouraged to develop their own teaching skills in music through team teaching and INSET.

### Equal Opportunities and Special Needs

Music is for everyone, not just for the musically talented. It should be an integral part of each child's learning journey at school, playing a part in their overall creative and personal, social and emotional development.



# Cherry Tree Primary School

- Musical activities should be differentiated where necessary to allow children to work at their own level, and to receive the help they need.
- Children's cultural backgrounds and the responses to music found within these are treated with respect.

## Resources

- A range of tuned and untuned percussion instruments from a variety of cultures are kept in the hall. Foundation stage have their own instruments in their classrooms.
- Recorded music is stored on CDs
- Music-related ICT software is available on laptops, iPads, CD Rom store and in the form of easi-speak microphones.

## ICT

Pupils will be given the opportunity to use their ICT skills using various suitable software packages or information found on the Internet.

## Assessment and Reporting

Assessment is used to inform both short and medium-term planning. It is both formative and summative.

- Teacher observations and discussion with groups and individuals are on-going
- Assessments are made based on the criteria for a given task and/or those set out in the unit of work.
- Children are encouraged to comment critically and constructively on their own and others' compositions and performances.
- Comments on strengths, achievements and attitudes are reported to parents annually within the end of year report.
- In EYFS, children's musical learning is part of their Creative Development. Photographs and observations of this learning form part of each child's Learning Journey book, which charts progress. These are given to parents at the end of Nursery and Reception. Teachers track this progress on Development Matters, and in the Foundation Stage Profile.