Langley Fitzurse Church of England School

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Amaze Excite Inspire

‘Jesus offers life in all its fullness’

**Music Policy**

**March 2020**

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| **Status:** | **Adopted** |  |  |
| Date adopted by governing body: | March 2020 |  |  |
| Review Date: | March 2022 |  |  |
| Review Frequency: | Every 2 years |  |  |
| Approved by the Standards & Performance Committee | March 2020 |  |  |
| Revision History: | Front page added and content reviewed | V1.1 | March 2020 |
|  |  | V1.2 |  |
|  |  |  |  |
| Created by | Head of Music | V1.0 | October 2016 |

Chair of Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INTRODUCTION**

Music can be a powerful and unique form of communication that may influence the way children think, feel and act; it can inspire and motivate. Music can act as a vehicle for personal expression and thereby promotes emotional development, whilst encouraging creativity, self-respect and positive social attitudes. The teaching of Music enables children to listen, to create, to play, to perform and to enjoy a wide range of music; children develop skills to appreciate different musical forms and begin to make informed judgements about the quality of music. Music reflects culture and society, and opportunity is provided for a range of culturally and historically diverse musical experiences which help build understanding of the context of Music making, both in the past and present.

**AIMS**

* to develop an enjoyment of music by providing an opportunity to listen to a variety of Music and play a variety of instruments, both individually and co-operatively.
* to develop and extend children’s musical skills, understanding and knowledge with reference to the Early Years Foundation Stage Curriculum and National Curriculum guidelines.
* to promote children’s social development through involvement in listening to, participating in and responding to group Music making.
* to develop children’s cultural and spiritual awareness by providing opportunities for listening and responding to different types of Music.
* to develop the learning skills of productive listening and concentration, composing and performing for different audiences, appraising and evaluating their own and others’ work.
* to provide opportunities for children to develop the quality of their singing and performance.

**METHODOLOGY AND APPROACH**

Class Music teaching aims to make Music an enjoyable learning experience. Children are encouraged to participate in a variety of experiences in different group sizes: for example, individual work in a lesson, small group activities in class or extra-curricular clubs, seasonal key stage productions such as Christmas Plays or summer productions, as well as Maypole Dancing.

Music teaching is timetabled for a weekly class lesson, for Foundation Stage and Key Stages 1 and 2. Weekly tuition of guitar, violin, drums and piano is arranged for pupils in Key Stage 2.

The First Access Scheme enables a whole year group (across their time in Year 3 and 4) a year of violin teaching by an experienced peripatetic teacher. They learn together a variety of songs and the musical symbols and vocabulary in preparation for a short violin concert. This encourages future uptake of violin lessons in the following years.

Singing is a fundamental skill to be fostered and developed, lying at the heart of Music, for its capacity to demonstrate musical elements: pulse, rhythm, pitch, dynamics and tempo. It allows children to learn more complex elements of phrasing and structure of Music, by developing skills to sing increasingly complex songs. A choir is running for KS2 children and has weekly rehearsals. The choir has opportunities to perform to the school and to others in church services. The choir regularly perform at the Scarecrow Festival and sing carols at the Pitstop Cafe.

To accommodate widely differing musical ability and aptitude, differentiation may be used in Music. This may take a variety of forms, such as enabling a child to use their own instrument in class music making, to simplifying melodies and rhythms for particular individuals.

Music from different cultures, or that which may support other areas of the curriculum, such as counting or alphabet songs, themed songs for English or foundation subjects, is strongly encouraged in order to build cross-curricular links.

Music making is essentially participatory whether working as an individual or co-operatively. Children are encouraged to explore, and play tuned and un-tuned instruments.

In addition, music makes an important contribution to the life of the whole school and in building up valued relationships in the wider community.

Every year, the any instrumentalist or singer will be encouraged to perform in our School Music Concert at the Village Hall.

Key Stage 1 and Key Stage 2 generally follow the ‘Music Express’ scheme, which at times will be changed, adjusted or extended, depending on the pupils’ abilities.

A singing assembly is arranged each week for all children to practise and develop their singing skills across a range of song styles, often in preparation for an upcoming event.

Specific lessons focussing on formal music notation are given in KS2. Children are given opportunities to read, write and perform as a group and individually. They learn names of notes, their duration and pitch, as well as other musical symbols.

Music listening and appreciation sessions take place in KS2 were the children are exposed to wide variety of musical genres and encouraged to describe what they hear in detail.

**RESOURCES**

A variety of published material will be used by staff and children for reference purposes, to put music into its historical and cultural context and to introduce children to notation, composing, listening and performing. Children will also make appropriate use of technology, including ICT to create and record music.

Other resources

* musical instruments, including home made
* CD player
* recorded music
* reference/information books
* song books
* music tutor books
* computer and appropriate software
* workshops run by people with musical expertise
* INSET support
* library service
* Music Express, Foundation, Yr 1, Yr2, Yr3, Yr 4, Yr5 and 6
* Peripatetic Music Service

**ASSESSMENT**

Evidence of children’s attainment will come from

* observing them at work, individually and in groups, and recording on relevant music assessment sheets.
* listening to children
* assessing creative work/children’s notations and giving feedback
* reports from peripatetic music teachers on their pupils
* feedback from community events eg church services, special celebrations at school, dramatic productions and participation in social (eg Leonard Cheshire Home) and County activities

Langley Fitzurse School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to be part of the wider community through fostering Christian values, and the development of spirituality through reflection to enhance relationships.