**Music Policy**

**Cambois Primary School**

**Aims**

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in their personal development. Music reflects the culture and society we live in, and so the teaching and learning of music supports the children in understanding the world in which we live. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. The aims of music teaching are to enable children:

 ♣ To know and understand how sounds are made and then organised into musical structures.

 ♣ To know how music is made through a variety of instruments.

♣ To know how music is composed and written down.

 ♣ To know how music is influenced by the time, place and purpose for which it was written.

♣ To develop the interrelated skills of performing, composing, appreciating, and listening

**Music Curriculum**

As a school we have recently reviewed our curriculum. The breadth of our curriculum is designed with two main drivers and goals in mind;

* To give the plus appropriate experiences to develop as confident, responsible citizens.
* Provide a coherent, structured academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

We have developed two curriculum drivers that shape our curriculum, bring about the aims and values of the school, and respond to the need of the community.

1. POSSIBLITIES – which helps pupils build aspirations and know available possibilities for their future lives.
2. INITIATIVE – This is to help children become resilient and proactive learners. To be able to make their own choices and learn about the world.

A key element of our curriculum is the need to enrich our pupil’s knowledge and experience of the world.

**Implementation**

Our curriculum design is based on evidence from cognitive science, three mains principles underpin it:

1. Learning is better in **spaced repetition**.
2. **Interleaving** helps pupils to discriminate between topics and aids long term retention.
3. **Retrieval** of previously learned content is frequent and regular, which increases both storage and retrieval strength.

**Impact**

The impact of our curriculum is that by the end of each milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it. Some pupils have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations of our curriculum.

**Teaching and Learning.**

At Cambois Primary School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through Charanga for EYFS and across the key stages. The aim of teaching music in our school is to build up the confidence of every child and allow them to express themselves creatively.

Singing lies at the heart of good music teaching and this is valued across the school. Our teaching focuses on developing the children’s ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music.

We teach them to listen and appreciate different forms of music. As children get older we expect them to maintain their concentration for longer and listen to more extended pieces of music, in turn this supports them in develop independence in creating their own music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch, these are often taught consecutively. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music. The teaching also involves the aspect of improving their own performance through problem solving.

We recognise that there are children of widely different musical abilities in all classes so we provide suitable learning opportunities for all children. We achieve this in a variety of ways by:

 ♣ Setting common tasks which are open-ended and can have a variety of responses.

♣ Setting tasks of which are suited to the child’s ability so that they feel positive and enthusiastic about music.

 ♣ Providing resources of different complexity depending on the ability of the child.

**Teaching music to children with special needs.**

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of the children with learning difficulties, and our work in music takes into account the targets set for individual.

**Assessment and Recording**

Teachers/TA’s assess children in music by making informal judgements as they observe them during lessons. Musical achievements can also be kept on See saw.

**Resources**

There are sufficient resources for all music in the school. We keep resources for music in a central store accessible to all staff.

**Additional music teaching.**

 The provision for peripatetic music lessons is reviewed annually. Currently KS2 have had weekly sessions of Djembe drumming.

**The contribution of music to teaching in other curriculum areas:**

 **English.**

Music contributes to the teaching of English in our school by actively promoting the communication skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

**Mathematics.**

Music contributes to the application of number in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

**Information and communication technology (ICT).**

The school is developing the use of ICT in the music curriculum through recording performances using the IPAD’s. These recordings are then downloaded by the Music coordinator

**Personal, social and health education (PSHE) and citizenship.**

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building up self confidence and self-esteem. Participation in successful public musical performances is sometimes some of the most memorable things young people do at school.

**Spiritual, moral, social and cultural development.**

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people’s moods, senses and quality of life. Children at Cambois Primary School have the opportunity to encounter music from many cultures, and through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

**The school choir/orchestra and musical events**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children to join. The choir meets on a weekly basis and its primary aim is to enable children to enjoy singing together.

**Monitoring and review**

The music subject leader is responsible for the standard of children’s work and the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the Headteacher an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates area for further improvement.

**Signed\_\_\_\_Mrs S Myers\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date\_\_\_\_\_\_January 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Policy to be reviewed: January 2022**