

# Fairhaven CEVA Primary School



# Music Policy

**Date Submitted to Governors: 11/05/2023**

**Date Agreed by staff: 24/04/2023**

**Date for Review: Summer 2026**

Signed *R Whiles*

Date *11<sup>th</sup> May 2023*

Chair of Governors

## **Vision Statement**

Our Christian school community strives to provide a variety of learning experiences for all our young people. We are here to nurture the gifts God gives us and to celebrate our differences. We encourage our pupils to explore their interests, find their talents, flourish, and live life to the full. We want our children to live great lives and ultimately make a difference in the world.

*Belief – Friendship – Diversity – Achieve*

*At Fairhaven we want everyone to be the very best they can be.*

## **Introduction**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best available music.

*“The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.”* (Model Music Curriculum p4)

At Fairhaven Primary School, we believe that music brings an immense range of benefits to children’s learning and overall development, and through Collective Worship, class assemblies, celebrations of festivals, performances, visits from outside musicians, visits to musical events, as well as through formal music lessons, we aim for children to gain a wide variety of musical experiences.

## **Intent of our Music Curriculum**

At Fairhaven Primary we aim to make music an enjoyable and an active experience that is accessible to all pupils.

Through our music curriculum we intend to:

- plan a diverse and relevant curriculum, covering different elements of music, musical vocabulary and history
- provide pupils with good physical resources, and teach them how to look after the instruments and equipment they are using

- expose pupils to a wide range of musical genres, styles, key musicians and composers
- encourage pupils to explore digital resources and use them to create music
- provide high quality examples of real life music
- provide ongoing musical activities to support and encourage pupils in their music making
- find opportunities to teach the school's core values of Belief – Friendship – diversity and achievement
- find opportunities for the pupils to develop their spiritual and moral identity, their social skills and their appreciation of culture throughout the world
- monitor the quality of music teaching at Fairhaven Primary
- continue to review and update the curriculum.

### **Implementation of our Music Curriculum**

Our curriculum conforms to National Curriculum Standards 2013 and is designed on a two-year rolling programme.

- Our plans are informed by the Model Music Curriculum 2021, which is a non-statutory resource that provides a practical framework through which the statutory requirements of the curriculum can be met. We also buy Charanga and SingUp resources to support planning.
- All classes receive a weekly music lesson (minimum of 1 hour) taught by a specialist music teacher.
- During lessons we use regularly use a variety of percussion instruments (tuned and untuned) and a digital piano.
- Pupils are given opportunities to compose music as well as listen and respond to music created by other people.
- Additional cross-curricular music activities may take place in the classroom, where appropriate, led by the class teacher, with the support of the specialist teacher where required.
- Pupils in Years 3 & 4 receive whole class instrumental music tuition in addition to their 1 hour weekly music lesson.
- By attending professional development sessions with the Norfolk Music Hub and by networking with other music teachers we keep ourselves informed on current pedagogy approaches.

### **Impact of our Music Curriculum**

The teaching of music provides pupils with the opportunities to:

- develop as performers, developing vocal and instrumental skills and self-confidence; this connects with our core value of *Belief*, as we encourage all pupils to believe in their ability to succeed
- develop as listeners, encouraging sensitive response to music, developing analytical and critical skills
- explore elements of music, and progressively develop the skills, concepts and knowledge of music
- express ideas, thoughts, and feelings through music
- develop social skills through performing with an increasing awareness of others, and working creatively in groups – this connects with our core value of *Friendship*, as we encourage pupils to work and learn alongside each other with mutual respect
- develop an appreciation of music from different cultures; this connects with our core value of *Diversity*
- develop an ability to play a tuned percussion or melodic instrument such as a violin or recorder over a sustained learning period
- play and perform melodies using standard music notation, starting with a small range of notes, and building towards a wider range incorporating the use of dynamics.
- learn how to look after a musical instrument

All the above points connect with our core value of *Achievement* for all.

Rewards and encouragement are given to pupils who show dedication to the learning of music. Certificates of achievement are presented in assemblies and reported in the school newsletters.

### **Wider School Opportunities**

- Many pupils take advantage of the opportunity to learn an instrument through our 1:1 tuition facility. This can be either funded privately by parent/carers or through the school's Pupil Premium grant. Currently pupils have an opportunity to learn the piano, saxophone, flute, or violin. Pupils are encouraged to work towards taking a practical music exam. If pupils do not reach this level by the time they leave Fairhaven Primary their successful learning is still assessed, in an informal way, and celebrated within the school community.

- Pupils can join our weekly Rock Steady session. Again, this can be funded privately by parents/carers or through the school Pupil Premium grant.
- Pupils who have individual music lessons or participate in Rock Steady sessions perform to their parents/carers and other members of the school community during concerts held at the end of the autumn and summer term.
- Lunchtime or after school clubs are organised, according to availability of staff and pupil demand.
- Music is an integral part of the school's daily Collective Worship, which all pupils attend.

### **Cross-curricular links**

Whilst we recognise that musical knowledge and skills must be taught specifically, teaching staff take advantage of opportunities to make links with other subjects. For example, musical links may be made between poetry and rhythm in English, how sounds travel through the air to the ear in science, and how genres of music have emerged throughout history.

### **Spiritual, Moral, Social and Cultural Developments (SMSC)**

The table below gives examples of how we develop SMSC with the music curriculum.

<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
By allowing pupils to show their delight and curiosity in creating their own sounds	By exploring how music can convey human emotions such as sadness; joy; anger...	By exploring how an orchestra works together	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing
By making links between their own learning in English (or other curriculum area) with music being played as a background	By appreciating the self-discipline required to learn a musical instrument	By discussing what would happen if musicians in a band/group did not co-operate	By encouraging pupils to listen and respond to traditions from around the world
		By appreciating how music is used in different settings e.g., for pleasure; for worship; to help people relax	By appreciating musical expression from different times and places

By considering how music makes one feel			
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Taken from Spiritual, moral, Cultural Development: A Christian perspective Diocese of Norwich 2015

### **Opportunities to Perform**

All pupils have opportunities to perform throughout their time at Fairhaven. At its most basic level, this is seen weekly in music lessons, when pupils have the chance to perform their musical ideas in front of the rest of the class.

At the end of Key Stage 1 and 2 pupils rehearse and perform a musical play to their parents and carers. Pupils in Y3 and 4 pupils have an opportunity to play the instrument they are learning in a class performance to their parents/carers.

All pupils participate in Harvest Festival, the Nativity Services and other church services throughout the year, all of which involve singing.

The school also works alongside other schools within the local area to organise creative art events which enable children to sing, dance and recite poetry.

We also look for opportunities to participate in outside or on-line local or national events such as The Big Sing and Drumming workshops. We feel giving the children an opportunity to join with other schools to sing or make music is important.

### **Equal Opportunities, Special Educational Needs (SEN)**

In conjunction with the school's policies in the above areas, all pupils are expected to participate fully in all musical activities regardless of gender/race/ability and are encouraged to develop musically to the best of their ability.

Differentiation for pupils with SEN takes place in a variety of ways such as varying the complexity of parts that together make a whole performance or by differentiation in outcome.

Grouping of children is varied to allow for more able pupils to take a lead in supporting the less able, and at other times for pupils to work with those of a similar ability.

Where appropriate pupils with SEN are supported in participating fully by adapting the instrument, adapting the notation used, or support from a teaching assistant or other pupil.

### **The Ranworth Trust**

We are fortunate to benefit from a yearly donation from The Ranworth Trust. The money is used to enhance the teaching and learning of creative arts within the school.

### **Health and safety**

In addition to the school's health and safety policy, staff and children should be made aware of the following:

- Any instrument that has to be blown should not be shared until and unless it has been sterilised
- Care should be taken to ensure against damage to hearing caused by excessive volume
- Staff should ensure that the correct adaptors or batteries are used for any instruments or equipment powered by electricity.

### **Assessment and reporting**

- Assessment will form an integral part of the teaching and learning of music. Assessment is done by observing children working and performing, by listening to their responses and by examining work produced.
- The music teacher contributes to the written report provided annually for parents/carers.

### **Role of the music teacher / subject leader**

The music teacher will:

- teach music lessons to all FS, KS1 and KS2 classes
- provide advice and assistance to all staff when requested, in order to implement the music policy consistently throughout the school
- organise the resources to support the school music policy and scheme of work
- co-ordinate the purchasing, organisation, and distribution of resources
- monitor and amend this policy and scheme of work when necessary.

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Behaviour Policy
- Curriculum Policy
- Marking Policy