




# KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

|                                |                                    |   |
|--------------------------------|------------------------------------|---|
| <b>Name of Policy:</b>         | <b>Music Policy</b>                |   |
| <b>Date Written:</b>           | January 2020                       |   |
| <b>Date Updated:</b>           |                                    |   |
| <b>Updated By Who:</b>         | L Howling                          |   |
| <b>Policy Originated from:</b> | Kingsnorth Primary School / Aquila |   |
| <b>Date To Be Reviewed:</b>    |                                    |   |
| <b>Policy Approved By:</b>     | SLT:                               |  |
|                                | Staff:                             |   |
|                                | Governors:                         |   |

## Our Vision Statement:

**Kingsnorth...the best days of OUR lives!**

## Kingsnorth Values Statement

At Kingsnorth we ACHIEVE by...

Aiming high Academically, Spiritually, Socially and Emotionally

Challenging ourselves constantly to improve our learning

Helping each individual reach their potential

Inspiring others and being inspired

Encouraging risk taking

Valuing others and feeling valued

Enriching lives through our Christian Values to become future citizens of the world

## Our 5 Key Christian Values are:

Thankfulness, Friendship, Trust, Compassion and Endurance

## Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

## Inclusion and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.



## PURPOSE OF STUDY

At Kingsnorth, we love music and consider it a universal, creative language. We believe that music is an integral part of human expression and creativity and, as such, we have a role to play in exposing our pupils to a rich, high-quality music curriculum.

We aim to provide all our children with an engaging and inspiring music curriculum that encourages pupils to develop a love of music, as well as opportunities to nurture their individual talent as musicians. Studying music builds a wide variety of skills, including (but not limited to): self-confidence, teamwork, hand-eye coordination and critical thinking. These are skills important to shaping a life-long love of learning both in academic music education and beyond.

Music presents a number of cross-curricular opportunities; from studying sound in Science, to using mathematical knowledge to understand timing and rhythm. It supports the exploration of other cultures through investigation of different genres, and allows opportunities to access different languages through the study of key terms within music theory.

Through the critical appreciation, academic study and performing of music in wider contexts we aspire to demonstrate to our pupils how music permeates throughout our school community and into the wider world.

## CURRICULUM AIMS

- To play a wide variety of pitched and non-pitched instruments.
- To enable children to sing a wide range of songs.
- To foster the ability to work co-operatively and to respond to music in a variety of styles produced by oneself and others.
- To provide all pupils with opportunities to enjoy, compose and appreciate music, through the interrelated skills of listening, performing, composing and appraising.
- To develop children's understanding of formal written notation.
- To provide learning experiences in music which promote confidence, motivation, intellectual and aesthetic developments.
- To promote enjoyment and enthusiasm for learning music through practical activity, exploration and discussion.
- To enhance children's understanding and appreciation of other cultures through the medium of music.

## CURRICULUM DELIVERY

Throughout Key Stage 1 and 2, music is planned and delivered using the National Curriculum Programmes of Study, with support from a scheme of work entitled Music Express. . Knowledge, skills and understanding are taught through the interrelated activities of listening, performing, composing and appraising. In Foundation Stage, the Early Learning Goals are used as the basis for planning music and it is embedded across all teaching with particular emphasis on creative learning.



Our Music Curriculum provides:

- A clear progression of skills
- Complete curriculum coverage as detailed by the National Curriculum
- Units of work designed to give opportunities for creative links to other subjects
- Freedom for staff to draw on their own areas of strength and experience
- Opportunities for children to learn a tuned instrument

Music teaching may be taught as part of an ongoing unit once a week, or as a dedicated block of learning over a few days within one week.

### COLLECTIVE WORSHIP

***“Be filled with the Spirit addressing one another in Psalms and hymns and spiritual songs, singing and making melody to the Lord with all your heart.”*** Ephesians 5 v.18-19.

Children have the opportunity to engage in weekly praise through song. This predominantly involves hymns linked to key events throughout the Christian calendar and our five school values. These are then performed throughout the rest of the weekly worship and in collective class celebrations, as well as during key celebrations throughout the year such as our *Carols Around the Christmas Tree* event.

### WIDER OPPORTUNITIES

As the celebration and performance of music is important both culturally and within the community, we provide various wider music opportunities for our pupils. For example:

- **Choir Club for Years 4, 5 and 6:** During the academic year, children in the Club have the opportunity to perform at multiple events including:
  - The Christmas Fayre
  - The Summer Fete
  - The O2 Arena in London as part of Young Voices Choirs
  - The Choir’s own Summer Concert
  - The local residents’ home Park View
- **Carols Around the Christmas Tree:** A singing event open to the entire school community.
- **Kent Music Lessons:** There are paid lessons in guitar, drums and piano available through Kent Music.
- **Class performances**, including an annual class assembly, the Reception Class Nativity and the Year 6 production.
- **Visits** to local and professional productions, such as plays and pantomimes
- **Visits** from musicians.



## **ASSESSMENT**

Teachers write Subject Organisers as a way of planning music, which are shared with the children and clearly outline the assessment opportunities for each unit. Pupils are assessed through teachers' questioning, listening and observations as part of an ongoing process. Pupils also use self and peer assessment to inform their progress. End results may be recorded as evidence.

Parents receive an indication of their child's achievements and progress in music on the written reports under the bracket of 'Artistic and Creative Ability'.

## **STAFF**

Teachers are responsible for music in their class and ensuring that the needs of the pupils are met and that the curriculum is covered. The music co-ordinator supports colleagues in the teaching of music and ensures that they are aware of developments within music education. They provide links to opportunities for personal development to improve the quality of teaching and learning within music. The co-ordinator will monitor teaching and learning through observation and reviewing samples of children's work to ensure coverage and inclusion.

## **RESOURCES**

The budget allocation for music is set by the Headteacher with additional government grants often provided from the school standards fund. The school has a range of music resources located and labelled in the music room and also a portable trolley within school with a selection of tuned and untuned percussion instruments available. Teachers make the co-ordinator aware of any additional resourcing needs, including instruments.

## **HEALTH AND SAFETY**

Regard will be made to all health and safety matters in relation to handling musical instruments and in connection with the use of electricity, cables and equipment. Children should not enter the music room without being accompanied by an adult.