



NORTH FERRIBY C E PRIMARY SCHOOL

MUSIC POLICY

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| Date of New Policy: | Autumn 2015 |
| Review Date: | Autumn 2017 |
| Policy Type: | School |
| Co-ordinators: | Sara Walters |
| Link Governor: | Allette Garnett |
| Committee: | Curriculum |

Mission Statement:

A Christian School with children at
its heart.

Christian Values Statement:

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

Ethos Statement for North Ferriby CE VC Primary:

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

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 to all its pupils.

YORK DIOCESAN BOARD OF EDUCATION

1. Introduction:

Music is a universal language and every pupil should have the opportunity to become fluent. A high-quality music education should provide all pupils with the opportunity to sing and to learn a musical instrument. Pupils should leave school with an appreciation of how music is composed and performed, allowing them to listen with discrimination and judgement to the best in the musical canon.

'The National Curriculum Reform'

2. Aims:

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great musicians and composers.

Learn to sing and to use their voices, to compose and make music with others, have the opportunity to learn a musical instrument, and have the opportunity to progress to the next level of musical excellence.

Understand musical notations and how music is constructed, produced and communicated through its inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure.

Key Stage 1

Pupils should be taught to:

- use their voices expressively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- make and combine sounds

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should:

- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory
- play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression
- improvise and compose music using the inter-related dimensions of music separately and in combination
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand the basics of musical notations
- appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers
- develop an understanding of the history of music

3. Planning:

- A specialist music teacher currently plans and delivers the music curriculum to all classes during the class-teachers' non-contact time.
- A number of peripatetic teachers supplied by the Local Authority teach strings, woodwind and brass to pupils in small groups.
- The school delivers its own 'Widening Opportunities' brass sessions to all Year 5 and Year 6 pupils.
- All KS1 children learn to play the recorder using staff notation.
- All children are given the opportunity to take part in the KS1 and KS2 Christmas productions. These productions involve a significant amount of singing, with some solo parts being given to children demonstrating particular musical excellence.

4. Links with other Curriculum areas:

Whenever possible, Music should be integrated with other areas of the curriculum. Art, History and Geography provide particularly rich opportunities to identify the way in which Music reflects different cultures and traditions, whilst English can provide a wide expanse of opportunities to incorporate creative links with Music. The Dance aspect of PE will also allow further exploration of musical elements.

MUSIC AND RELIGIOUS EDUCATION:

The school places a large emphasis on the link between Music and RE.

- 'Come and Praise' takes place weekly, with staff and children joining together to worship through the singing and learning of religious hymns.
- 'Sing and Service' is held once a fortnight, led primarily by the Reverend, with each class taking a turn to participate in the service. The leading class read from the Bible, select their favourite hymns and invite their parents to join-in with the worship and singing.
- The school choir regularly attends Sunday Café Services in the Church Hall and performs an annual Christmas Carol Concert at the Royal British Legion. This promotes strong musical links with the Church and wider community.
- Each year, the children in KS1 perform the Nativity using traditional hymns and carols.

Extra-Curricular Activities

The school currently has a popular and well-attended choir who rehearse before school on a Tuesday and perform regularly both at school and in the community. In addition to the children's choir, the school has recently created a staff choir who rehearse at school on Tuesdays.

In previous years, children have participated in the 'Brid Big Sing' along with other schools across the county.

5. Assessment:

Children are assessed against a skills progression document created in line with the new curriculum objectives. This document was devised by the music specialist and the assessment co-ordinator and is revised each term.

6. The Role of the Coordinator:

- To support colleagues with the delivery of the curriculum across the Foundation Stage and both Key Stages ensuring continuity and progression.
- To evaluate, with colleagues, the effectiveness of teaching through topics and make changes to the long term plan accordingly.
- To keep abreast of current developments and training opportunities and disseminate information to staff.
- To arrange any appropriate inset training.
- To order and audit appropriate resources.

7. Health and Safety:

Pupils listen carefully to instructions and follow the school rules. They act with care when selecting and moving instruments.

8. Equal Opportunities:

All children should have the opportunity to participate in Music regardless of race, creed, ability or gender. Where necessary, adaptations will be made to resources to accommodate individual needs. Differentiation will ensure that both gifted and special needs pupils have access to the subject. The different teaching methods used will ensure that all learning styles (visual, auditory and kinaesthetic) can succeed.

9. Special Educational Needs and Disability (SEND):

The school has shown successful inclusion during weekly visits from St. Anne's Special Needs School. Children from both schools take part in singing, dancing and the playing of a variety of instruments. All children give critical responses, write their own music and have even used Musical Curwen Signing designed specifically for SEND Music.

10. Christian Values:

Our core Christian values are Friendship, Forgiveness, Trust, Service and Creation. Examples of how some of these values are explored through the Music curriculum are as follows:

Friendship: Children must work together to create music, ensuring they stay in time and maintain the correct rhythm as part of a team.

Creation: This is explored through the study of the work of great composers and through the creation of original compositions.

Service: This is explored through the relationship between music and religious education and during events at the Church and within the wider community.

11. Skills for Life:

Pupils develop:

- . a love and appreciation of music and musicians
- . teamwork and problem solving skills
- . evaluation and improvement skills
- . independent learning