



Edleston Primary School

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# Music Policy

## Intent

Edleston Primary School recognises the value of music in the primary school curriculum. We believe that music should provide opportunities for pupils to:

- appreciate and enjoy performances of recorded and live music from different times and cultures
- sing
- create and perform music
- explore the elements of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## Implementation

At Edleston Primary School, music is an area of learning in its own right and is also, at times and only where appropriate, linked to themed areas of learning. All the children

sing in hymn practice every week. This session includes aspects of vocal technique and technical aspects of music. Our classroom based music curriculum is based on the “Charanga” scheme of work, which is a progressive curriculum from Foundation Stage to Year 6. Music lessons do not necessarily take place in class every week, because at certain times of the year the children will be preparing for performances, for example at Christmas.

We supplement “Charanga” with incidental listening experiences in classrooms, performance opportunities at Christmas, summer and throughout the year, occasional visits from musicians and music students and an extra-curricular choir for Key Stage 2 children.

In the Foundation Stage, Charanga is also used and there are instruments available to access in the outdoor learning area. There may also be instruments inside, following a teacher input. Music is part of the expressive arts and design curriculum, under the areas of exploring and using media and material, and being imaginative.

The assessment of the children's performances is reviewed by individual teachers to assist in yearly reporting to parents.

## **Impact**

Children leave us with experience of performing in a group and in some cases, as a soloist; a basic knowledge of the elements of music and the ability to discriminate between genres (eg. rock, classical) and name some instruments of the orchestra. We want children to appreciate music from a range of genres and to be curious about learning more technical skills and listening to more music during their high school careers and in the future.

## **Monitoring**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits,
- meetings with the school parliament,
- sharing children's work
- feedback from staff.

Learning is monitored by the Leadership team and subject leaders across a variety of methods including:

- work scrutinies,
- learning walks,
- pupil interviews,
- analysing data.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects; deepening and broadening their knowledge and understanding of concepts.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.