

Stedham Primary School



Music policy

At Stedham Primary School, we value music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It also increases self-discipline and creativity, aesthetic sensitivity and fulfillment.

AIMS

These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the pupils.

- Evoke a creative response to music through experimentation e.g. singing, composition, movement.
- Provide activities that develop musical concepts and skills sequentially.
- Develop awareness of different cultures and traditions through their music.
- Broaden understanding of a wide variety of styles.
- Encourage the enjoyment of music and provide the opportunities to express ideas and feeling through music.
- Offer children the opportunity to experience personal satisfaction through making music together and to develop the skills necessary to achieve the highest possible standards in this activity.

CURRICULUM

Aims and objectives for music are taken from the National Curriculum. When appropriate, pupils use ICT to enhance and develop music. Cross curricular links are made wherever possible.

At all key stages music teaching will:

- Develop each of the interrelated skills of performing, composing and appraising in all activities.
- Extend these skills by applying listening skills and knowledge and understanding of music.

Through the curriculum, by making and responding to music, pupils should be helped to understand:

- How sounds are made, changed and organised, for example, through the use of musical elements and structures.
- How music is produced, for example, through the use of instruments and musical processes including relevant symbols and notation.

- How music is influenced by time and place, for example, how it can be affected by the venue, occasion and purpose.

Pupils are also offered an opportunity to begin to learn a musical instrument either through lessons with the West Sussex music service or with independent peripatetic teachers.

ASSESSMENT AND RECORD KEEPING

All class teachers will use their formative assessment of the children in their class to plan appropriate work in music. Class teachers will make an assessment of each child's progress in music and keep appropriate records.

SEND AND ADAPTATION

Musical activities are particularly effective in the education of some children with learning difficulties of any kind, ranging from physical to social to emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. Therefore music helps to focus on what makes children similar and equal – not different. Where pupils have special educational needs which are not identified as being learning difficulties but require other special provision (e.g. technological aids) then we will as a school endeavour to make provision.

EQUAL OPPORTUNITIES

Children should not be discriminated against in terms of religion, gender or race. All children will have the opportunity to participate fully in classroom music lessons and activities. As part of the National Curriculum, children will experience music from various countries and cultures.

RESOURCES

Each class has access to the shared music trolleys stored in the hall, which contain a selection of untuned percussion instruments. Larger musical instruments are also kept in the hall. These instruments include various glockenspiels, xylophones, chime bars and djembes (African drums). Children are taught from an early age how to use and care for all these instruments and also to check each instrument before returning it to its storage area.

Reviewed: November 2022

Date of next review: Autumn 2025