Eastcroft Park Music Policy

Curriculum Intent

At Eastcroft Park Primary School, we believe deeply in the importance of helping our pupils develop as a whole person – happy and ready to take the next steps into their education and lives beyond primary school, regardless of their starting point. We celebrate our difference.

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each year group. Music will promote and foster confidence, independence, co-operation and self-esteem throughout the time the children are at Eastcroft Park Primary School, which will prepare them for life in 21st Century Britain.

Our offer is underpinned by our vision and ethos of every child matter's **"**Proud to be the best that I can, a seeker of knowledge, secure in a diverse and changing world.**"** We want all of our children at Eastcroft Park to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

The primary purpose of our curriculum is to guarantee a successful learning experience for every child. With this in mind, we are committed to ensuring that every child is developed to their full potential within Music.

- Every child will be educated to the highest possible standard, as set by the Department for Education.
- Every child, in every lesson, will be provided with opportunities to: be engaged in, challenged and process their learning.
- Every child will be provided with opportunities to increase their self-esteem, motivation and aspirations.
- Every child will be encouraged to be enterprising, creative and resilient in order that they may succeed in an ever-changing world.
- Every child will be provided with opportunities to experience the wider world as a core part of their curriculum.
- Every child will be taught about budgeting and financial management in order that they may succeed in an increasingly unpredictable financial world.

Our daily assessments and timely feedback, enables teachers and pupils always know exactly how much progress they are making and where they may need more help.

Our clear curriculum overviews and medium term plans are designed to:Develop strong characters in order to be resilient and cope with adversity.

- Develop creative individuals who collaborate and co-operate and can solve problems seeing failure as an opportunity to learn.
- Develop pupils who can think critically and care about their learning so they always do their best.
- Develop pupils who care about their role as part of a family, community and the wider world; encouraging them to feel part of, and to contribute positively to fundamental British values.
- Ensure all pupils have high aspirations.
- Develop a thirst for learning for all pupils

Planning and Teaching

We want all of our children at Eastcroft Park to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment. Our curriculum is carefully crafted so that our children develop their academic, social and cultural capital. Teachers use carefully chosen experiences to enhance the subject taught.

Based on our knowledge of the National Curriculum 2014, we have broken down the programmes of study into a series of skills and knowledge and our long term curriculum plans show how at Eastcroft Park we intend to cover the fundamental concepts of music. This includes the building of knowledge, the use of correct vocabulary and a critical engagement with music, including a range of genres.

We recognise children's prior learning, encourage the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children are supported to achieve their potential and progress with confidence to the next phase of their education.

Our approach to teaching and learning music supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and independent practice. The development of children's knowledge and skills across all primary subjects is key when building on prior learning, this supports pupils for the next stage of their learning.

Aims and objectives in Music

At Eastcroft Park, we recognise the importance of music in every child's opportunity for creativity. As one of the foundation subjects taught in Primary Schools, we give the teaching and learning of Music the prominence it requires.

'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.' (DFE-00175-2013)

In conjunction with the aims of the National Curriculum, our Music teaching offers opportunities for children to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. (DFE-00175-2013)

Children have weekly lessons in Music throughout Key Stage 1 and 2, using various programmes of study and resources. In Early years, music is taught through the children learning about the world around them in their learning through play. Additional opportunities are provided in Music during educational visits and visitors linked to the music curriculum.

Resources

All specialised music resources are kept in the music cupboard and on music trollies. It is the responsibility of the teachers to return the resources in good condition as soon as they have finished with them. The music lead will replenish stocks as requested. We are also signed up to use Knowsley Music Service's Online resources and scheme of work, *Charanga*.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reason for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use when undertaking musical activities.

The following considerations are carried out to safeguard children from any unnecessary risk.
• All equipment are kept in good condition stored safely and well-organised
• Instruments are introduced with care and children are supervised at all times
• Care is taken when new items are purchased to ensure they are suitable for young children
• Children are aware of the skills needed when playing instruments

Any off-site visit will be conducted in line with school policy and the relevant risk assessments completed. Risk Assessments for off-site visits are held in the school office. Teachers are required to 'tick' the risks relevant to their trip.

Assessment

Assessment in Music is used to inform planning and facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. *Charanga* and Wigan is used to offer clear feedback and improve a child's involvement and progress.

Monitoring

The Subject Leader will monitor progress according to the monitoring timetable. Subject leaders are expected to monitor in the following way over the course of the academic year:

- Learning walks;
- Pupil conferencing;
- Book scrutiny including performances;
- Planning scrutiny;
- Lesson drop-ins.

Adequate notice should be given and provide a clear focus for any activity that is due to be undertaken. The outcomes of any monitoring activity is feedback to the SLT and staff through the relevant meetings with governors.

Staff Development

Staff CPD within Music is linked to the school development plan. If a member of staff asks for support then the subject leader can offer this themselves through coaching and mentoring or will find a suitable course for that teacher to attend (subject to SLT approval and budget). Subject leaders may also lead parts of INSET days and staff meetings to 'cascade' information through the school or to train all staff in a particular area.

Equality

Please refer to the school's equal opportunities policy for further information.

All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances. A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include:

- Differentiating lessons (through use of resources, tasks, level of support, outcome);
- Using a range of teaching styles to match the range of learning styles represented in a typical class;
- Ensuring the classroom environment is safe and secure and accessible for all.

See also DFE National Curriculum in England Music Programmes of Study

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