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Craven Primary Academy Music Policy

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Music Policy

Music Policy Introduction

Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings. Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music. The Music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

Aims

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Music at Craven Primary Academy and that these are applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of Music, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; constructive feedback and sharing practical work.
- To provide opportunities for the development of musical skills where relevant across the curriculum.

Children

- To develop an enjoyment of learning through practical activity, exploration and discussion.
- To develop confidence and competence in the skills of speaking and listening, constructive feedback and sharing practical work.
- To develop an understanding and appreciation of different types of music from around the world.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching Music.
- To attend and contribute to Parents Evenings.
- To support their children with any Music homework activities that are set
- To praise their children for their achievements in Music.
- To communicate and work with the school whenever further support is needed to develop their children's musical skills and understanding.

Governors

Meetings will be arranged to:

- Meet with the curriculum Subject Leader at least once a year to find out about:
 - a) the school's systems for planning work, supporting staff and monitoring progress;
 - b) the allocation, use and adequacy of resources;
 - c) how the standards of achievement are changing over time.
- To be understanding and supportive of our aims in learning and teaching Music and review the Music Policy when required.

Implementation of the Music Policy

1. The 'Charanga' Scheme of Work

- The 'Charanga' scheme of work provides the basis of music lesson content from Foundation Stage to Year 6.
- This in-turn informs the medium term planning as to what is taught within Music teaching units.
- The short term plan lists specific learning objectives that are to be covered and success criteria to support both children and adults in assessing their work.
- Teaching and learning is differentiated to best match the needs of the class or set and the individuals within it; within the context of the aspect of Music that is being taught.

2. Hull Music Service

- Within the scheme, all children in Years 4 and 4 are given an instrument and weekly music lessons at no cost to parents or the school.
- Opportunities are created for children to share their new musical skills in assemblies and concerts during the year.

3. Extra opportunities

- The children take part in group musical events throughout the year, including The Festival of Carols and Singing day.
- The school pay for the Music Service to provide a concert (brass/wind/string) for the children to allow them to experience hearing different live music.
- Our school takes part in Rock Challenge which includes all aspects of expressive arts and children compete against other schools for awards.

4. Resources

- Music resources are many and varied, including:
 - a) Listening centres including tape recorders, CD players and headphones;
 - b) A selection of tuned and untuned percussion instruments;
 - c) Other instruments including guitars, keyboards, recorders etc;
 - d) The 'Charanga' scheme of work (FS to Year 6);
 - e) A vast range of song books, CDs, Christmas productions etc;

6. Parents/Carers

- The School aims to involve parents/carers in their children's learning as much as possible.
- Parents/carers have the opportunity to meet with child's class teachers at least twice a year at Parents Evenings and receive an annual report at the end of the Summer term.
- School also provides a number of opportunities for parents/carers to learn about what their child is learning and the way their child is being taught through the work of the Education Support Officer , who organises the provision of support for parents/carers.

7. Subject Leader

- The role of the Subject Leader is to provide leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas:
 - a) Strategic direction and development.
 - b) Learning and teaching.
 - c) Leading and managing staff.
 - d) Efficient and effective deployment of staff and resources.
- The Subject Leader has discussions with the Head teacher and other senior leaders about learning and teaching in Music and provides an annual summary report about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.
- During the academic year the Subject Leader has specific allocated time for subject self evaluation activities.

Music across the Curriculum

Children are taught a wide range of musical skills that enable them to access and understand different types of music in a variety of contexts, both within school and at home.

- Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts.
- Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

Inclusion

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Craven is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Monitoring and Review

- The Head teacher and Music Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Music Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.