



**Ivington C of E
Primary and
Pre-school**

*Reaching together with the Fruit of the
Spirit (Galatians 5:22-23)*

Music Policy

Approval of the Governing Body

This document is a statement of the aims, principles and strategies for:

Teaching of Music

at

Ivington C.E (VA) Primary and Pre-School.

It was developed/revised during the:

Autumn Term 2024

It has been agreed and is supported by the teaching staff and the governing body

We aim to review this policy during the:

Autumn Term 2026

Or sooner if necessary.



Linking with our Vision – Reaching together with Love, Joy and Peace (Galatians 5:22-23)

To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on nine important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious, and broad curriculum.

Our motto, 'Reaching together' underpins our belief in equality of opportunity for all, where we actively endeavour to promote understanding and appreciation of our diverse society and give each child a special place in the world where they feel valued, essential to our community and equipped with the necessary skills to make a positive contribution.

We perceive our role to be opening a 'Window on the World', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich their everyday lives and encourage others to do likewise.

We strive to eliminate inequality through our deep Christian ethos of respect and understanding of all groups in society, which ensures that everyone at Ivington will be treated fairly despite his or her creed, colour, disability, or gender.

More details are available in our Inclusion, Racial Equality and Equal Opportunities policies.

The health, safety, and welfare of all the people who work or learn at our school are therefore of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.

Music is a unique medium for communication, which can incorporate different cultures, abilities and generations. Music is an area of the curriculum ideally suited to exploring a wide range of cultural diversity. Children enjoy using different styles, techniques and instruments from other countries thus enriching their knowledge and understanding of the world. We aim to include musicians from different times and places in our multi-cultural weeks and biannually celebrate our links with Tengeru, Tanzania, **as well as through the music we hear in lessons and assemblies.**

Introduction

Music contributes to a wide variety of educational aims in the overall development of the child. Listening and making music fulfils an instinctive human need for self-expression and creativity, through which a child can achieve a sense of enjoyment, thus providing a feeling of achievement and satisfaction. It stimulates responses both on emotional and intellectual levels and, more importantly, can be a lifelong source of pleasure.

Music can help to develop self-confidence, independence, physical coordination and the skills of communication, cooperation and concentration. We believe that the opportunity to perform is an important element of developing self-confidence and independence.

“Education is surely more than merely having ‘experiences’, or acquiring a repertoire of skills and facts. It has to do with developing understanding, insightfulness: qualities of mind”.
(K. Swanwick 1988 p.36).

The curriculum policy document addresses teachers, support staff, governors, and parents and guardians of Ivington CE Primary School and shows how all teachers can effectively teach music.

The document aims to present a clear rationale for the teaching of music at Ivington CE Primary School based on the philosophy underpinning music education. Its purpose is to place music into context within the education system, and is concerned with taking a holistic approach to teaching as well as developing children’s subject knowledge and skills in an attempt to equip them for life. Therefore, it is a system, which strives to create as many opportunities for different experiences as possible in order to promote learning.

Through our teaching at Ivington, we aim to enable children to:

- Develop an awareness of sounds, how they are made and then organised into musical structures
- Develop the ability to express ideas and feelings through sound
- Develop musical skills and concepts through listening and appraising, composing and performing to different audiences, by teaching them how music is made, composed and written down.
- Have the opportunity to express personal satisfaction and to develop self-confidence whilst engaged in a musical activity
- Develop an awareness and understanding of musical traditions and developments in different cultures and societies.

This can be achieved this by:

- Developing creative skills through singing, playing and moving to music
- Developing performing skills through singing, playing and moving to music
- Developing critical listening skills through performing, composing, listening to and appraising music from a wide range of periods, cultures, styles and musical traditions

It is to these means that music education can be seen in context within the education system, in so far as the above which are fundamental in music can be linked to other curriculum subjects. In addition to this, music education enhances social skills, such as self-discipline and collaboration. Through music, children learn to work and respond independently, collectively, creatively and imaginatively in ways that can enrich their whole lives and enhance their learning in many areas. Therefore, it plays an important part in the “development of body, mood and spirit”. (Fletcher, 1987 p48). It helps to develop transferable skills, such as the ability to predict, and enriches the children’s language. As well as this, more obvious links can be made with other subjects.

Role of the co-ordinator

It is important that all teachers have the confidence to teach music. The role of the music co-ordinator should be to:

- Give guidance and support to other teachers.
- Have responsibility for resources.
- Assess the effectiveness of the support by visiting classes and observing work in progress.
- Attend relevant courses.
- Organise other musicians to visit school to perform and provide workshops.
- Help to plan services and concerts in relation to music.
- Oversee extra-curricular music clubs.
- Liaise with peripatetic music teachers.
- Develop musical links in the community.
- Liaise with local secondary schools regarding music provision.

Music lessons should be of good quality and accessible to all children. It is therefore the role of the music co-ordinator to support colleagues in meeting the aims and objectives of the music curriculum and to incorporate progression and differentiation, equal opportunities, assessment and evaluation into music lessons.

Aims and objectives of Music education

We aim to provide a broad and balanced Music curriculum to aid children's increasing self-confidence in their ability to manage themselves and their musical skills within a variety of performance situations.

The aims are:

- Singing
- Having experience of playing a musical instrument

Social and emotional development:

- To develop a love of singing, whether individually or collectively.
- To develop the ability to play a musical instrument.
- To work as part of an ensemble
- To develop confidence in their own skills and abilities
- To promote an understanding of musical notation and composition.
- To develop a sense of musical discrimination, taste and personal choice.

Cognitive development:

- To develop decision making skills
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills and compositional ideas.
- To develop the ability to communicate musically.
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat our group, guide, instructor or conductor with respect
- To raise self-esteem through opportunities to celebrate musical achievement.

Teaching and learning style

At Ivington School we make music an enjoyable learning experience. Using **the Kapow Scheme of Work** we encourage children to participate in a variety of musical experiences through which we aim to build up the

confidence of all children. Our teaching focuses on developing the children's ability to sing in tune and with other people, as well as developing skills within the 5-strands set out in the above scheme. These cover the National Curriculum (2012) expectations and draw on suggestions from the Model Music Curriculum (DfE, 2021).

5-Strands of Music:

- Listening and evaluation
- Creating sound
- Notation
- Improvisation and composition
- Performing – singing and playing

Through our Scheme of Work and the wider opportunities that Ivington Primary School provide, children have the opportunity to experience music in a variety of ways. Through singing songs, children learn about the structure and organisation of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch (often taught together). We also teach children how to work with others to make music and how individuals combine together to make sounds. They also learn about musical notation and composition with their voices, musical instruments, in groups and individually.

The teaching and learning styles implemented at Ivington Primary School place an emphasis on active as opposed to passive learning in music.

Additional music teaching

Music is a valuable social activity both in the classroom because it enables children to work as part of a team, sharing ideas and appraising their own and each other's work and as an extracurricular activity, encouraging children to mix with peers after school in a productive way. Extra-curricular activities are available in the form of peripatetic staff visiting the school on a regular basis for tuition of small groups. Currently, tuition from an outside peripatetic musician is offered. County Wider Opportunities Music teachers work with Willow class so that they experience and learn a wider range of instruments. A school community choir runs throughout the year and performs both in Church and in the local community. They also participate in concerts at Earl Mortimer College. Children are given the opportunity to perform both in the local and wider community. The school also has a music club which allows children to develop their interest outside of school hours, encouraging a love of music.

Music curriculum planning

Planning is incorporated into termly class Topic work as appropriate. We have adapted the Kapow Scheme of Work to deliver lessons. As required, we teach at Key Stage 1 and 2. We have planned this Scheme of work to coincide and build on our topic work, when clear links can be made, which helps to provide children with a broad base of understanding, skills, practice and experience.

Foundation Stage

We teach music in the reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. We ensure that our music learning is supported by the 'Development Matters Report' (DfE, 2023) so that the children in Reception have the best outcomes within their musical journey. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Reception also use Music Express to support their teaching. We ensure that children in reception access music linked to important religious times of year, such as Diwali and Hanukah.

Teaching music to children with special needs (Equal opportunities)

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs). We give opportunities for gifted and less able children to work together to create a complete and competent performance that will be enriching and satisfying for all participants.

Activities are provided to appeal to children regardless of race, gender or ability. It should be demonstrated, for example, that it is not only boys that play the drums and girls that play the violin.

School performances reflect activities which enable all abilities to be acknowledged throughout the school. Special educational needs should be catered for either through differentiation or, if needed, special equipment. If a child is deaf, (s)he could be encouraged to feel rhythms and the vibrations of instruments. Music of all cultures should be integrated into the curriculum so that children from other ethnic origins feel that there is something for them and that their music is valued and understood. It may be that they have instruments, music or parents who can play an instrument that can be brought to school.

Good behaviour needs to be planned for so that all children are given an equal opportunity to learn.

Assessment, Recording and Reporting

Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation and sound recordings, as well as beginning and end of unit quizzes. Children are assessed against the attainment levels for Music and their attainment and effort in the subject is outlined within the end of year report.

Conclusion

As a school we appreciate the value of music as part of the curriculum and are dedicated to the continuous development of musical activities within the school.