



CHALKWELL HALL JUNIOR SCHOOL

Music Policy

Reviewed and Approved by:	Governing Body
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Date Reviewed:	February 2025
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**Tenacitas
Trust**

CHALKWELL HALL JUNIOR SCHOOL

MUSIC POLICY

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms and to begin to make judgments about the quality of music.

Intent

The aims of music teaching at Chalkwell Hall Junior School are to enable children to:

- Know and understand how sounds are made and then organised into music structures;
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written;
- Develop the inter-related skills of performing, composing and appreciating music.

At Chalkwell Hall Junior School, our intention is to ensure that all pupils gain a good understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of genres, styles, periods and traditions. Through singing and appraising songs, children learn about the structure and organisation of music. They are able to describe the layers of sound using specific technical terminology such as pitch, tone, dynamics, and texture and are able to apply this knowledge when composing their own pieces of music. We aim to teach children to read music notes and understand their value and length. In older years, we aim for the children to learn musical notation and apply this knowledge when reading and composing their own pieces of music. At Chalkwell, we believe it is important to allow children to showcase their talents and provide opportunities for performing with an awareness of others.

Implementation

Chalkwell Hall Junior School make use of a whole host of music resources, such as Kapow, Charanga, Recorder Magic and Boomwhacker Beatz, to support the delivery of music across the school. Every year group will build upon the learning from prior year groups, therefore developing depth of understanding and progression of skills. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the skills based curriculum means that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in music in three phases (long term, medium term and short term). The long term plan maps the music topics studied in each term during the key stage.

Our music planning is geared to three aspects of progress:-

- Increasing breadth and range of music experiences;
- Increasing challenge and difficulty in musical activities;
- Increasing confidence, sensitivity and creativity in the children's music making.

Inclusion and Differentiation: (also see SEN policy)

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 Support Plans (ISPs).

Assessment and Recording

Teachers assess children's work in music through formative assessment as they observe them during lessons. Videos or sound clips of the children's work should be uploaded to SEESAW as evidence.

Resources

There are sufficient resources for all music teaching units in the school. The music room stores most of the resources. The library contains a good supply of topic books and computer software to support children's individual research.

The School Choir/Orchestra and Musical Events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children to join. The choir meets on a weekly basis and although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the Christmas Carol Concert. When we have a sufficient number of children learning a musical instrument, we organise a school orchestra where children can learn to enjoy playing music in an ensemble.

Monitoring and Review

The subject leader and class teacher are responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

E-Safety

Chalkwell Hall Junior School is fully committed to ensuring the safety of all staff, pupils and parents/carers with regard to all aspects of e-safety. Please refer to the E-Safety Policy for actions and sanctions for use of devices and internet, etc.

Impact

All children at Chalkwell Hall Junior School, regardless of race, gender or ability, will find enjoyment and success in Music and will understand and appreciate the value of Music in the context of their personal wellbeing as well as in the creative industries and their many career opportunities.

All pupils will benefit from a high quality music education which will engage and inspire pupils to develop a love of music and their talent as musicians. It will increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to listen to and enjoy a wide and rich range of music.

We focus on progression of knowledge and skills and discreet vocabulary which also form part of the units of work. We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught
- Summative assessment of pupil discussions about their learning
- Images and videos of the children's practical learning
- Interviewing the pupils about their learning (pupil voice)
- Subject leader monitoring of standards
- Teacher dialogue where pupil's work is scrutinised and there is the opportunity for teachers to understand their class's work and develop curriculum opportunities further.