



Music Policy

Autumn 2024

AIMS

At CTK, we believe music should not be confined to the classroom but should help to develop the school as a whole. Children should be willing and enthusiastic about a range of music. The music they listen to / appraise in lessons should encourage this. Assemblies bring the whole school together and can be used to satisfy a whole range of requirements from the Listening and Appraising section of the National Curriculum such as range and content. The music chosen for assembly should be varied and represent a range of genres and cultures. We also believe that [singing has power to change lives and help build stronger communities](#).

We aim to:

- Enable each child to grow musically at his/her own level and pace.
- Foster musical responsiveness through participation in music as composers, performers and audience.
- Develop instrumental, aural imagery and vocal skills.
- Develop sensitive, analytical and critical response to music.
- Develop capacity to express ideas, thoughts and feelings through music.
- Develop awareness and understanding of musical traditions, styles and cultures from other times and places.
- Foster enjoyment / appreciation of all aspects of music.
- Encourage children to make music together through extra curricula activities – choir, outside concerts, small ensembles, school productions etc.

APPROACH	<p>The Charanga scheme is the core programme used within Christ the King and delivered by teachers in classrooms. This will be adapted accordingly to meet the needs of the classes/individuals. This scheme fulfils the requirements of the Music National Curriculum. Teachers are encouraged to seek advice and guidance, when necessary, from the music co-coordinator. Where timetabling allows, the music co-coordinator (or other teachers more confident in teaching music) may take more than one class in a year group for team teaching. Music may sometimes be taught as a 'drop down' day or over a few afternoons.</p> <p>Hymn practice is also used as an opportunity to teach musical vocabulary and elements and introduce composers. This is led by the music subject leader in KS2. In KS1, this is taught in classes.</p> <p>At least one year group will have a music –related school visit. This has included visiting the Liverpool Philharmonic.</p>
CONTENT AND RESOURCES	<p>Within Charanga, children will gain a broad and balanced musical education. They will also:</p> <ul style="list-style-type: none"> • learn about and sing songs from around the world including the British Isles; • learn about music from different periods and genres; • enjoy music lessons with a balance of listening, composing, improvising, performing and appraising. <p>Each year group follows identified units through at the appropriate level. Each unit contains aims and objectives for the activities. Following the scheme ensures that the children's skills are developed progressively.</p> <p>Other additional work such as links to current cross-curricular themes and topics may be carried out in classes to complement the musical focus being studied through the scheme. Additionally, the scheme has been augmented by the implementation of Model Music Curriculum (MMC) assessments and appraisal of music from Ctk's bespoke "Composer of the Week" scheme, an essential <i>cultural capital</i> provision.</p> <p>The music curriculum will be based on two attainment targets:</p> <ol style="list-style-type: none"> 1. Attainment Target 1 – Performing and Composing. 2. Attainment Target 2 – Listening and Appraising.

	<p><u>Resources</u></p> <p>At Christ the King there is a range of musical instruments available including percussion, a trolley of glockenspiels, a large drum (in EYFS) and numerous keyboards. These instruments provide enough diversity for the children to compose a variety of music. Children will be taught about the range of instruments we have in school, as well as how to take care of them. Children who have paid for peripatetic music lessons (guitar, recorder, brass, keyboard) are required to loan/purchase an instrument, although school has recorders for those that need them. Some composing is also done digitally on iPads. It is the responsibility of the class teacher to ensure that resources are returned in good condition to the correct place after use. It is the responsibility of the music co-coordinator to ensure that resources are kept up to date and contain relevant materials.</p>
ACCESSIBILITY AND SEND	<p>All children have the opportunity to participate in music, regardless of race, gender, culture, religion, social background or ability. Children with special needs are given every encouragement to participate as fully as they are able to in all musical activities. This may include individual assistance from teaching assistants or the use of ear defenders for those with sensory needs.</p>
EYFS	<p>In the Foundation Stage children are encouraged to participate in all aspects of music making, with the emphasis on enjoyment and fun. Progression is measured through attainment of the Early Learning Goals (ELG's). Children explore sound using singing, rhymes, instruments, games, music and movement. They are encouraged to make music using their voices, bodies and percussion instruments, and develop their listening skills through musical games and activities.</p>
EXTRA CURRICULAR MUSIC	<p>Extra curricular music lessons are taught by peripatetic staff: brass, guitar/ukulele and keyboard/piano. There is a lunch-time school choir for Key Stage 2 children (years 3-6) and a Recorder Club (years 3-6). Children take part in various concerts and performances throughout the year both within school and the local community.</p> <p>There is an extra-curricular Brass Band for children who have Brass lessons, which takes place on Monday lunchtimes.</p> <p>Some pupils may be entered for ABRSM examinations, only with parental consent.</p> <p>Any news will be put in the newsletter or placed on the website to celebrate any achievements. Peripatetic teachers are encouraged to be a part of the school by playing in assemblies and concerts.</p>

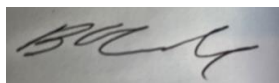
ASSESSMENT	<p>Assessments of each topic will be done by the class teacher. Children will be assessed on the outcomes of the topic and in accordance with the National Curriculum Level Descriptions through:</p> <ul style="list-style-type: none"> • Video / photographic evidence - End of each unit of Model Music Curriculum (MMC) assessment (termly) • Observation in performance • Lesson evaluations • Class <i>floor book</i> documents physical evidence (listening appraisals, assessments etc.)
MONITORING AND REVIEW	<p>The development of Music is monitored by the Subject Leader for Music.</p> <p>There is an bi-annual review of this policy by the Subject Leader for Music. The Head teacher and the Subject Leader will be responsible for collating and reviewing any issues as part of their role to monitoring standards. This will be done through focused visits, working alongside the class teacher and assisting year group planning.</p>



Signed by: _____

Headteacher

Date: 14/11/2024



Signed by: _____

Chair of governors

Date: 14/11/2024

Policy to be reviewed: Autumn 2026