



**CHASE SIDE**  
**PRIMARY SCHOOL**  
*'Stronger together'*

# Chase Side Primary School

## **Music Policy**

**ADOPTED BY THE GOVERNORS OF CHASE SIDE  
PRIMARY SCHOOL ON THE 17<sup>TH</sup> July 2024**

**POLICY TO BE REVIEWED JULY 2026**

As for all policies we adopt within our school, all aspects of the Music Policy must fit with the ethos, values and vision for the school which are:

**Our Ethos:**

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

**Our Vision:**

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

**Our Values:**

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

**Stronger Together !**

## **Statement of intent – The Importance of the Music Curriculum**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. It encourages active involvement in different forms of music-making, both individual and communal, thereby developing a sense of group identity and togetherness. Music is for everyone and is inclusive regardless of ability. It also increases self-discipline and creativity, awareness, sensitivity and fulfillment. Above all, music-making is fun. We want to allow children at Chase Side to experience the sheer enjoyment that music can give. We would also like to help them develop a love of music, which will stay with them throughout their lives.

### **The School Aims To:**

- develop pupils' understanding and enjoyment of music, through active involvement in listening, appraising, performing and composing.
- enable pupils to be familiar with a body of musical knowledge, principles and vocabulary, to develop musical skills and become confident performers.
- enable all pupils to realise their individual creative potential and express themselves through music.
- enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising.
- extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places. Singing songs and playing music from different cultures helps children to value and appreciate the contribution of diverse traditions in our society.
- develop, through music, pupils' skills which contribute to learning in the curriculum.
- contribute positively to the school community and ethos through music and singing.
- encourage parental involvement by inviting families to assemblies, concerts and musical events.

### **Entitlement and Curriculum Provision**

Pupils receive a broad and balanced curriculum where sufficient time is provided to teach music and provide for progression of knowledge, skills and understanding. Singing is at the heart of our music curriculum. Every child has a voice and can learn to use it well. The children sing in weekly singing assemblies, music lessons, classrooms, nativity, assemblies, school productions and have opportunities at lunch times. This creates a strong sense of community and belonging.

All pupils from Reception to Year 6 have a music lesson every week as part of the school PPA Programme. All children in Year 4 learn an instrument as part of the Wider Opportunity Programme, administered by Enfield Arts Support Service. They have a weekly instrumental lesson in their class group with an instrumental tutor. They give a concert for their families in the Spring term.

The scheme of work for music, **Charanga**, is provided by **Enfield Music Service**. All lessons are planned following the National Curriculum for Key Stage 1 and 2. This is adapted to the needs of the individuals and classes and lessons are modified for each class. Each unit of work for music is designed to develop skills and understanding through involvement in the interrelated activities of performing, composing, appraising and listening.

Visiting performers enrich the pupils' experience of live music, performing and working with a live band/ professional musicians also gives students a positive experience of music making.

From Year 2 onwards, pupils have the opportunity to take part in paid instrumental tuition provided through Enfield Arts Support Service. Families with Looked After Children or who are in receipt of pupil premium funding or free school meals funding can speak to the Head Teacher about subsidising or paying for the children to have this tuition.

### **Teaching and Learning**

Staff select the appropriate teaching strategies to suit the musical activity and the children taking part using visual, audio and written examples.

Staff direct and develop pupils' skills in performing, which involves pupils working as a whole class, in smaller groups and individually.

The children's learning is supported by the teacher and their peers, offering ideas, explaining and giving examples. As the pupils make progress, especially at Key Stage 2, they develop their ideas individually or in small groups. Children are encouraged to write answers on whiteboards, use flash cards and discuss and debate what they have heard in listening and appraising activities.

### **Expectations**

At the end of each Unit of Work, pupils will have had the opportunity to explore and understand each Strand of Musical Learning. These are:

1. Listen and Appraise
2. Musical Activities:
  - a. Games
  - b. Singing
  - c. Playing Instruments
  - d. Improvisation
  - e. Composition
3. Perform and Share

*Please visit this website for further information regarding the National Curriculum Levels:  
<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>*

### **Assessment**

Much of the assessment is mainly based on observation. Observation is used to note pupils' understanding when listening and appraising, and self assessment and peer assessment can also be invaluable.

Children who are identified as talented in music are given a leading or more challenging part to play in music lessons. For example, they may be asked to demonstrate an activity in class, or they may be asked to lead a group in a part-singing task. They are encouraged to take up instrumental/singing lessons, wherever appropriate.

### **The Curriculum**

Music is delivered through unit based blocks. In addition to this, we have other cross curricular opportunities to make and listen to music. These include frequent opportunities for the children to perform to other classes throughout the school (eg assemblies, at a local church, care home and outside of local shopping centres), both individually and in groups.

### **Learning Resources**

A range of tuned and un-tuned percussion instruments are available for use in music lessons and are kept in various parts of the school. Nursery and Reception have their own set of musical instruments.

**Every member of staff has a login for the online music resource 'Charanga'**

### **The Contribution of Music to Other Aspects of the Curriculum**

#### **English**

Music and, in particular, singing, supports the development of reading and offers many opportunities for extending the use of language, including descriptive and responsive speaking and writing.

**Maths**

Music supports the development of sequencing and awareness of pattern. Both rhythmic and melodic work requires numerical descriptions and graphical representation.

**Computing**

Pupils have the opportunity to use keyboards and Apple Macs for 'Garage Band'. There is further software available online which gives children the opportunity to discover instruments and create bands using online games.

**History**

Pupils explore the musical traditions of historical periods studied.

**Spiritual Development**

In terms of spiritual development, this element of music incorporates the sounds of different religions, cultures, human mood and the enjoyment of different types of music.

In order to develop aesthetic awareness and an enjoyment of music, lessons are planned to ensure that pupils receive satisfying and exciting musical experiences.

**Personal and social development**

This is promoted through music activities. There is a special emphasis on sharing resources, "taking turns" and on listening to each other's views. Playing music together in groups teaches co-operation and sensitivity to others' needs.

This Policy will be reviewed by the Curriculum Committee of the Governing Body every 2 years unless the Music Co-coordinator brings any significant aspects or changes for consideration earlier.