

Penshurst CE Primary School	
Music Policy	
Date of Policy	October 2021
Review Date	

Intention

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 personal development. Music reflects culture and society and so the teaching and learning of music enables children to better understand the world they live in. It can play an important part in helping children feel part of a community.

At Penshurst CE Primary School, we aim to 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 judgements about the quality of music. We aim to set high expectations of pupils and to give music a high profile in all its forms.

Scope of Music

At Penshurst CE Primary School we recognise that musicians have essential characteristics:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise
- Very good awareness and appreciation of different musical tradition and genres
- An excellent understanding of how musical provenance – the historical, social and cultural origins of music – contributes to the diversity of musical styles
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately
- A passion for an commitment to a diverse range of musical activities

Implementation

The expectation at Penshurst CE Primary School is that most pupils in a class will move through the programmes of study at broadly the same pace having mastered each musical skill.

Decisions about when to progress will be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged by being offered additional musical opportunities before any acceleration through new content. Those who are not sufficiently fluent with earlier material should have the time to consolidate their understanding, including through additional practice, before moving on.

Impact

We consider accurate and focused assessment as the cornerstone of high quality teaching. It allows learning to be planned and taught accurately as well as meeting the needs of the children and ensuring high levels of expectation and support.

The culture at Penshurst CE Primary School is one of continually using what we know in order to move on children's learning. This formative assessment happens all the time and may not necessarily be recorded. Teachers and other adults will use the information gathered through formative assessment to address gaps and to provide additional challenge for children as required and appropriate. This is most effective when done immediately and at the point of learning.

Successful Teaching, Learning and Assessment In Music

- “Charanga” is used to provide a guided and structured approach to the teaching of music in which children will learn and practise a range of musical skills. There is consistency in the teaching of music using this approach across the school to ensure that children are familiar with the requirements and are building on prior knowledge and skills
- Children benefit from wider opportunities in music such as instrumental tuition and the opportunity to perform publically in areas of music such as singing.
- Teachers and other staff have consistently high expectations of what each pupil can achieve, including most highly attaining and disadvantaged pupils meaning that learning opportunities are maximised for all learners
- Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils.
- Assessment information is used to plan appropriate teaching and learning strategies using the informal assessment materials available for each unit of work on “Charanga”. These assessments include identifying pupils who are falling behind in their learning or who need additional support, enabling all pupils to make good progress and achieve well
- Work is challenging enough for all pupils
- The contribution of Teaching Assistants has a significant positive impact on children’s progress
- Children demonstrate the characteristics of effective learning and positive learning behaviours. Well-being and involvement in learning are high
- Progress over time is very good (in informal assessment information). Achievement is high overall.
- There is consistency in approach, expectation, standards, attainment and rates of progress.

Pupils with SEND/Additional Needs

Pupils with SEND or additional needs are supported to access the full curriculum at Penshurst. We provide a differentiated curriculum where appropriate. Pupils with SEND have a Personalised Plan which clearly identifies any adaptations or considerations need to allow every pupil to reach their full potential.