

### **Mission Statement**

‘Christian values are the foundation upon which Prees C. E. School is built.

St Chad’s church is at the heart of our school and the wider community.  
The cross of St Chad symbolises our link through the ages to the Cathedral of our  
Lichfield Diocese.

We are committed to promoting Christian values such as love, peace, forgiveness and self-control, to enable our children to develop into the people they are meant to be.’



Believe and Achieve

### **Music Policy**

#### **Rationale**

Music is a unique way of communicating that can inspire and motivate children. It provides opportunities to promote spiritual, moral, social and cultural development. 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 judgements about the quality of music.

The National Curriculum (2014) states that:

*Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.*

At Prees Primary School, we aim to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- learn to sing and to use their voices, to create and compose music on their own and with others;
- 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 interrelated skills of performing, composing and appreciating music.
- develop a love and enjoyment of music, both listening and performing.
- to know ways in which music may be incorporated across the curriculum to enhance the understanding of other cultures and periods of history.
- to know that music can be used to create mood and atmosphere, to celebrate, to worship and to reflect. To understand that it can be an emotional response.

### **Planning and Delivery**

At Prees C.E. Primary School, all our music is taught by a specialist music teacher from the Shropshire Music Service. The 2014 National Curriculum programmes of study are used, but adapted so that the topics that the children study in music build upon prior learning. We also use a commercial scheme, Music Express 2014. 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 scheme of work means that the children are increasingly challenged as they move through the school.

### **Early Years**

Music is also taught in Nursery and Reception classes as part of topic work to be covered throughout the year. As the Reception class is part of the foundation stage curriculum we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals. 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.

### **Able, Gifted and Talented**

It is the responsibility of the class teacher to identify pupils that can quickly, easily and at expert level apply specific skills and processes in Music and who demonstrate high levels of understanding, insight, maturity and achievement. Teachers provide opportunities to challenge the pupils and develop their skills further.

### **Recording and Assessment**

Pupils' work is assessed according to skills progression criteria. They are assessed by observing and the children and by evaluating knowledge at the start and end of a taught unit. Increasing use is being made of technology in order to record and save the performance aspect of the Music. The subject co-ordinator carries out a scrutiny of work across the school to ensure progression and to identify the areas for improvement. Progress and achievement in Music is reported to parents and carers each year in the annual report.

Adopted by Governors Spring 2015

Review date 2017.

