



Hebden Royd C.E. (VA) Primary &
Nursery School

Music Curriculum Policy 2022

Intent

At Hebden Royd we use Kapow Primary music scheme. The intention of this is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music.

They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Kapow Scheme, to ensure that children receive quality music lessons throughout the year – we cover two units per term. These include: performing, listening, composing, history of music and inter-related dimensions of music: pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notation.

Impact

Every week, the children take part in whole school singing assemblies which are fun and engaging and teach children to sing in tune with other people while also improving their sense of melody, rhythm and recital of songs. We also have a school choir which takes place once a week, in which the children learn a variety of songs for performance at different times of the year: in church, at our local old people's home, in the Town Hall or at other public venues. Music is monitored through class observations and pupil interviews, to ensure that children enjoy their activities and learning whilst making good progress.

Social, Moral, Spiritual and Cultural

Music contributes to our children's SMSC development through:

- Teaching that encourages children to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Lead children to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.
- Listening to music together and celebrating e.g. Celebration assembly on Fridays, our singing assemblies on Thursdays and singing/choir club.

Statutory Requirements

Primary education for children aged 5 to 11 aims to combine excellence in teaching with enjoyment in learning, through provision of an inclusive, balanced and broadly based curriculum that promotes spiritual, moral, cultural, mental and physical development, and prepares children for the opportunities and responsibilities of secondary education and later life.

Governing Body

Reports are made to the governing body on the progress of Music provision within the school.

Role of Subject Lead

The co-ordinator has the responsibility to take a lead in developing Music further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources.

All teachers are responsible for monitoring standards but the co-ordinator, under the direction of the head teacher, takes a lead in this.

Use of ICT

Opportunities to use ICT to support teaching and learning will be planned for and used appropriately

Inclusion

No pupils are excluded from Music. We ensure that all pupils take part and that, wherever possible, any individual needs, such as mobility, are tackled in planning. Teaching assistants and support staff, work as directed by the teacher.

Equal Opportunities

All children are provided with equal access to the Music curriculum and we aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Review Framework

This policy will be reviewed every 3 years (or sooner in the event of revised legislation or guidance).