



# Music Policy

This policy was last revised and adopted by the Governing Board in:  
November 2022

After each revision the policy is circulated to all Governors, school staff,  
displayed in the staff room and on the school website.

The policy is to be reviewed by the Governing Board in: 2025

## **Mission Statement**

Jarrow Cross Church of England Primary School provides a caring Christian environment where EVERYONE is welcome and given the opportunity to develop their full potential.

## **Aims and objectives**

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 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 objectives of teaching music in our school are 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;
- 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.

## **Teaching and learning style**

At Jarrow Cross School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about

how music can represent feelings and emotions. We teach children to make music together, to understand musical notation, and to compose pieces.

### **Additional music teaching**

Children are offered the opportunity to study a musical instrument with peripatetic teachers and with Rocksteady School. Parents who want their children to participate in the scheme pay the additional music lesson fees on a monthly basis, and with Rocksteady School, this is paid directly to them. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, drums or the violin. These lessons are in addition to the normal music teaching of the school, but usually takes place during curriculum time.

### **Music curriculum planning**

Our school uses the national curriculum for music as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. At Jarrow Cross, we use Charanga to help develop our music curriculum.

### **The Early Years Foundation Stage**

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. 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.

### **Assessment for learning**

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the

National Curriculum, and records these grades. Assessments are entered three times a year, at the end of each term, in the Foundation Stage Assessment folder.

### **Resources**

We keep resources for music in a central store in the small hall and in the large cupboard in the upper key stage 2 corridor.

### **The school choir and musical events**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities.

Year 5 children are part of the current choir and they will participate in events such as singing carols in nursing homes or in public areas such as shopping areas.

### **Music and Inclusion**

At Jarrow Cross Primary School, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we will provide learning opportunities that enable all pupils to make good progress. Children will be provided with equal opportunities for participating and communicating their own musical ideas.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

### **Roles and Responsibilities**

- The Music Subject Leader will take responsibility for monitoring the standards of children's work and the quality of music teaching in school.
- The Music Subject Leader will support colleagues where needed in their teaching and provide or source appropriate staff development training where necessary. The Music Subject Leader will also keep staff up-dated with examples of musical activities and useful teaching resources.
- The Music Subject Leader will ensure that the Scheme of Work is in use throughout the year groups, and will help with implementing this.

- The Music Subject Leader will keep samples of children's work in a portfolio, which will be used to demonstrate the level of achievement in music in school.
- The Music Subject Leader will keep informed about current developments in Music, through attending various training sessions and accessing a range of resources. This will enable the Music Subject Leader to provide a strategic lead and direction for this subject in the school.
- The Music Subject Leader will take the lead in teaching new songs during assemblies.
- The Music Subject leader will lead the school choir and organise both internal and external performances for the school's choir.
- The Music Subject Leader will maintain the instruments.
- The Music Subject Leader will liaise with the Music Service and peripatetic music teachers.

Agreed by Governors November 22