

Music Subject Statement



Ethos and Intent

At Alveley primary school we believe that music is a unique way of communicating that can inspire and motivate. It is a vehicle for personal expression, and it can play a vital 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 and society that they live in.

Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It plays an important part in helping children feel part of a community. It also has the capacity to breach all cultures and to affect all.

At Alveley Primary School, children are provided opportunities to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgments about the quality of music.

The aims of music teaching 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, culture and purpose for which it was written.
- Develop the interrelated skills of performing, composing, appraising and appreciating music.

Implementation

Children at Alveley Primary School participate in a weekly music lesson.

- We make use of the online Musical resource Kapow for delivery of music across the school.
- Kapow planning is used by teachers to drive children's development within music. Every year group will build upon the learning from prior year groups therefore developing depth of understanding and progression of skills. This serves as a base to aid and enhance our teaching but is not intended to be rigidly adhered to.
- Lessons provide opportunities for children to develop practical skills and progress by listening and appraising, singing, playing, composing, and performing.
- We promote an enjoyment and foster interest of music through regular singing practice, musical workshops, and other extra- curricular opportunities such as the school choir.
- Pupils are given the opportunity to listen to a range of music through various in and out of school opportunities
- Performances take place within various school activities and are integral to the school ethos.
- Regular whole school assemblies (when possible) sometimes include song learning and music appreciation.
- Instrumental groups will be encouraged to perform in Assembly whenever performances are ready to be heard.
- Kapow can be supplemented by the subject leaders and the teacher's own input to match and complement the creative curriculum. The scheme also provides the necessary details, activities, accompaniments and recordings to support our music teaching.
- Music skills and skills progression are monitored, as is the delivery of music.
- We have a range of music equipment and resources that can easily be moved around the school.
- There are number of tuned instruments including: Keyboard, tambourines, drums, bells and more.
- A portable sound system to be shared between the classes.
- The school class set of iPads have music apps installed.
- Access to Kapow resources is available to all staff.

Impact

We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

We are committed to ensuring that all children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

SEND

Music is a fully inclusive subject at Alveley and we are committed to the Special Educational Needs and Disability Code of Practice. Wherever possible, the curriculum is not narrowed for pupils, with the hope that through clear differentiation or targeted support and scaffolding, pupils will be able to work towards age-appropriate learning goals, regardless of the nature of their additional need.