

Rishton Methodist Primary School

Music Policy 2024 - 2025



Our Christian Vision

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world and encourage our whole school community to 'Rise up...take courage and do it" (Ezra 10:4).

Agreed by Governing Board on January 2025

Policy will be reviewed by January 2027

Created by Charlotte Horman Subject leader

POLICY PRINCIPLES

Our music curriculum aims to deliver high quality musical experiences together with our carefully selected music curriculum, which engages and inspires pupils to develop a love of music. We aim to foster these important skills, which help to broaden children's opportunities and nurture their musical talents.

As a Methodist School, we embed our love of singing and 'Singing the Faith' into each and every part of the music curriculum, and our aim is to give all children opportunities to develop and nurture skills such as performing, composing, working together and evaluating, which in turn help them to navigate other areas of their learning and gain invaluable skills.

The teaching of music and a 'musical presence' in school allows children to increase their self confidence, creativity and sense of achievement. It also enables children to positively impact on others and benefit from the impact music has in bringing people together and working together to 'Rise Up...take courage and do it".

Curriculum Design and Delivery

At Rishton Methodist, music lessons are delivered using the Kapow music scheme, which carefully integrates the requirements of the National Curriculum for music, whilst creating engaging, immersive and enjoyable lessons enabling children to get the most out of their music learning. Detailed planning and supporting documents as well as training videos are provided for teachers, and children can apply their acquired knowledge in performance opportunities in each lesson, working both individually and as part of a group. Children will gain confidence in practising and working together, taking courage and striving to fulfil our Methodist values.

Music is taught from EYFS to Year Six, and skills are developed in each year group to allow children to successfully apply and understand the progressive knowledge and skills they need for each Key Stage.

From Year One to Year Six, children are expected to receive a total of 1 session of music teaching per week. Each lesson incorporates opportunities to recap prior knowledge, build on key knowledge and apply the knowledge in practice.

Strong cross curricular links are encouraged to teach children where different opportunities are available to put their knowledge into practice. In addition to this, children have opportunities to showcase their knowledge by taking part in different types of enrichment, alongside the music curriculum. Performance opportunities are embedded into our Singing Worship at Rishton Methodist, and children are also encouraged to take part in extra-curricular activities such as weekly choir practice, organized performing arts trips and instrumental teaching.

Assessment

Each lesson, teachers assess children's understanding, scaffolding where necessary to ensure children can achieve their outcomes. Opportunities are incorporated into lessons to evaluate children's knowledge, addressing any misconceptions and narrowing any gaps prior to new learning.

Through a wide range of questioning and ongoing formative assessments, children will be assessed against the objectives of each lesson. A product of each lesson will be evident in a 'music journal' – which will be checked and marked on a weekly - basis - and an end of unit performance will provide summative assessments on which teachers will assess children.

Each half term, teachers will use a combination of summative and formative assessments input into the Sonar tracking system, which will be monitored by the Music subject leader. Gaps in children's learning will be identified and will be a focus for individuals in the subsequent units, ensuring prior learning is revisited and understood prior to subsequent learning.

Monitoring and Reporting

Subject leaders will monitor activities in the subject by conducting lesson drop-ins, pupil interviews, book monitoring and informal monitoring techniques to assess the effectiveness of teaching and learning.

The Music subject leader will work alongside the Senior Leadership Team to monitor the work and outcomes of children, ensuring that standards are consistently met, maintained, and expectations are high across the subject.

Reports will be provided to the Head Teacher and the Governors, detailing progress within the subject and whole school assessment data.