


All Saints' C of E (VC) Primary School Maldon		
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**Equality and Diversity Statement**

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result

**Every Child Shines** through music at All Saints'. Making and responding to music is a basic human trait, where everyone, regardless of whether they develop that ability or not, can make sounds and patterns in a creative way with their voices, bodies or by using instruments. We believe that encouraging children to develop this natural ability has the power to change lives and is the cornerstone of a broad and balanced curriculum. We believe that music enriches the school identity and that by fostering a love for music at an early age it will extend musical life for the country.

## Aims

- As Kodaly said, "Teach music and singing in school in such a way that it is not a torture, but a joy for the pupil, instill a thirst for finer music and a thirst that will last a lifetime." The first aim of music education at All Saints is that it should be fun for the children.
- Music should be taught in a practical way, where children's interests and ideas are at the centre of their learning.
- Singing is the golden thread that runs through the school, embedding a love of singing at the heart of everything we do.
- Every child to have access to exploring musical instruments. We start with school percussion instruments and move onto the recorder and chime bars.
- Opportunities to try other instruments are provided. The school has a range of orchestral instruments available in partnership with Maldon Youth Orchestra that children can try and learn. Music should not be the preserve of the privileged few.

## Our Curriculum

The knowledge, skills and understanding of music are developed through the school 'Shine' curriculum, which is taught on a two year rolling programme.

In EYFS children are taught songs and rhymes, often with actions. They are encouraged to sing with accurate pitch within a small range and are encouraged to perform with skills that make them engaging to watch. They explore the school percussion instruments and start to improvise and compose using patterns, developing their creativity. They are taught simple rhythmic notation and encouraged to write those in their compositions. They listen to a wide variety of music in an engaging way, often responding creatively to what they hear.

In KS1 children develop their singing skills, still often singing with actions. Early exploration of harmony and part singing are added. Performance skills are further developed and the range of pitching is increased. Children are introduced to music technology and this forms part of their composing lessons. Musical notation continues to be taught and the children begin to learn the recorder. Listening to a wide variety of music continues to be an active experience.

In KS2 singing skills are developed to include more complex harmony, solo singing and using the voice in different ways. Recorder work continues with more notes added and more complex notation. They will also have the opportunity to try other instruments, such as keyboards and drums. Creative composition is still encouraged and music technology is also used for this aim.

### **Extra Curricular**

The children of All Saints will have opportunities to perform in musical events, be able to hear live music from visitors at least once a year and will be able to join ensembles and have access to individual rehearsal space, should they require it. Children who show an interest or ability will be encouraged to access music within the community or through the Music Hub.

### **Planning and progress**

Weekly plans for music are detailed on foundation plans and may include resources taken from published schemes, which are detailed in the school scheme of work. Each builds on the previous weeks work taking the assessment of the teacher into consideration.

The subject leader will monitor these plans. Details of pupil's progress in the subject are included in the annual report and may be mentioned in termly parent consultation meetings.

### **Monitoring and reporting**

The subject leader and SLT are responsible for monitoring progress and attainment in music and the music curriculum. Music is part of the Broad, balanced curriculum and is monitored by the Governing Body.

### **Kit**

Each child, from KS1 up, should have their own recorder, however a selection of recorders will be kept in school and washed after each use, so that no child is unable to access the lesson. Instruments loaned to children should be treated with care and respect.

### **Inclusion**

All pupils should be able to access our music curriculum, regardless of gender, age, culture, religion or disability. Practice should endeavour to enable all pupils to engage with safe, challenging, enjoyable music, through careful planning and delivery by the teacher. Children who are not currently working on the curriculum with their class will be given other access through the Music Hub's Charanga scheme.