



St Mary's Catholic Primary School

Music Policy

*We grow and learn in the footsteps of
Jesus*

Approved by	
Name:	
Position:	
Signed:	
Date:	12 th April 2020
Proposed review date ² :	April 2021

Aims and objectives:

At St Mary's we believe that 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 in regards to self-confidence and creativity. 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. 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 as well as with our voices;
- know how music is composed, produced and communicated, giving the children the opportunity to do so;
- 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 strategies:

At St Mary's School each teacher strives to 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. Part of 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 them the disciplined skills of recognising pulse and pitch. We also teach children to make music together, to understand musical notation, and to compose pieces.

We recognise that in all classes children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity, depending on the ability of the child;

- using classroom assistants to support the work of individuals or groups of children

Wider Opportunities:

Cumbria Music Service provides our school with a peripatetic teacher, Mr S Haythornthwaite to teach music to the Year 2 class and the KS2 children. Each class receives a 45 minute lesson from Mr Haythornthwaite during which they learn to play the ukulele and guitar. The lessons are practical and popular with the children. Mr Haythornthwaite is responsible for creating his own long term, medium and short term plans in collaboration with other Cumbria Music Service staff and these are then discussed with the subject leader. The Wider Opportunities course content is linked to the National Curriculum and ensures children cover all the necessary learning objectives. Within lessons Mr Haythornthwaite will assess children and is responsible for collecting this data and sharing it with the subject leader. The data from EYFS and Year 1 is gathered by the subject leader. The assessment data collected is then used to provide children with a level at which they are currently working (at the moment this is in the trial stages). This is done collaboratively between Mr Haythornthwaite and the subject leader.

Additional music teaching:

As a result of our weekly guitar lessons within Year 2 and KS2, each term the children in each class prepare and perform their work to staff, parents and their peers. Performing to each other is regular and is something that the children really enjoy. There is a school choir for those children who want to develop their singing and these children rehearse after school with a member of staff. They have sang to the public on many occasions and we always get very positive feedback. Singing in the school is very popular and children will sing of their own volition whenever they can. In KS1, we have an afterschool music club for children who want additional music lessons. In this, we have explored using our voices expressively as well as exploring instruments and composing skills.

Curriculum Organisation:

Our school uses the national scheme of work for music as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the children study in music build upon prior learning. 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. We use Music Express to supplement our planning where appropriate.

We carry out the curriculum planning in music in three phases. The long-term plan maps the music topics studied in each term during the key stage, linking the unit to the class topic studied that term where possible. The subject leader devises this plan in conjunction with teaching colleagues in each year group.

The medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. The class teacher sorts the daily lesson plans, which list the specific learning objectives and expected outcomes for each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music-making.

Children in the Early Years Foundation Stage follow the development matters curriculum. Music is covered in the section of Creative Development. A topic based approach is used to help children work towards the Early Learning Goals which underpin the curriculum planning for children aged three to five.

The contribution of music to teaching in other curriculum areas:

English - Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books, and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics - The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Personal, social and health education (PSHE) and citizenship - Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development - Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St Mary's School have the opportunity to encounter

music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Music and Computing:

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. They also use Computing to enhance their research skills by using the Internet. They can record their own compositions and then play their compositions back. This then provides them with an opportunity to evaluate their own work. Children also use computing to improve the presentation of their work. We have introduced 'Charanga' as a scheme within our school which means that the children will be more active in using their iPads as a resource within their music lessons.

Music and inclusion:

At St Mary's 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 provide learning opportunities that enable all pupils to make good progress. The school strives to enable all children to reach their potential and children with Special Educational Needs and more able children are included in all work planned from the programme of study at an appropriate level. The SEN Code of Practice and the school's Gifted and Talented policy are followed to identify individuals in need of additional support and to provide the appropriate support to enable them to progress.

Assessment:

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 and suggest how others could improve their 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 level of attainment. This is used to track pupil's progress and to ensure all children are progressing appropriately.

Assessment in the Early Years Foundation Stage is done systematically through ongoing observations of the children. These observations are used to provide evidence to assess the children against the Early Learning Goals.

The music subject leader keeps samples of children's work in a portfolio, which they use to demonstrate the expected level of achievement in music for each age group in the school (Photographic / sound recording evidence).

Resources:

An audit is carried out prior to the start of each school year to ensure there are sufficient resources for all music teaching units in the school. The resources for music are located in a central store in clearly labelled baskets.

Monitoring and review:

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for music in the school. The subject leader is responsible for giving the head teacher an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The music subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work and of visiting classes to observe teaching.

This policy will be reviewed at least every two years.

Reviewed: April 2020

Signed:

Date: