

Music Policy



Member of staff responsible: Miss Barton
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Date to be reviewed: June 2024

Mission Statement

St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ

1. Introduction

St Clare's Catholic Primary School believes in providing equal opportunities for all pupils through the provision of an inspiring education to enable all children to achieve their dreams. This policy should be read in conjunction with all other school policies, which are available on the school's website. The policy for Music clearly sets out how I see this subject being developed and taught throughout EYFS, Key Stage 1 and 2 in relation to the National Curriculum.

2. Our school vision for Music

At St Clare's we believe music prepares children to participate in our rapidly changing world. Music within the curriculum should allow children to think creatively, perform and develop a love of music, as well as to become problem solvers as individuals and as members of a team. They will combine practical skills with an understanding of aesthetics, social and environmental issues, to be introduced to a range of musical performances as well as functions and performance techniques. This allows them to reflect on and evaluate Music in the present and from the past, its uses and its impacts.

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 judgment about the quality of music.

3. What do we want for pupils within this subject?

Our Aims and Objectives

By the time they leave our school we want all pupils 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 and composing music.
- Develop a love of music.

4. How will we enable all pupils to learn and grow within this subject?

At St Clare's Catholic Primary School, we aim 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 our children. Singing lies at the heart of good music teaching. Teaching focuses on developing the children's ability to sing in tune with other people. Through singing songs, children learn about the structures 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 listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about music can represent feelings and emotions. We teach them disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation and to compose pieces of music.

We do this by providing a high quality of teaching through:

- Setting task 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

5. What are the statutory requirements for music?

EYFS

Children should be taught to sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music. Children should sing songs, make music and dance, and experiment with ways of changing them. They should represent their own ideas, thoughts and feelings through music and dance.

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments musically.
- listen with concentration and understanding to a range of high-quality live and recorded music.
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

6. How is the subject organised?

At St Clares we aim to create purposeful learning for all children. We use and adapt Charanga units, which are based on the national curriculum, to build on prior learning and where possible to link to other curriculum areas. In KS2 each class focuses on a key musical era for a half-term to support their understanding of chronology and musical influences. The children in Year 3 engage in a year-long keyboard workshop where they are given the opportunity to learn how to play the keyboard, read music and create compositions.

We carry out curriculum planning through yearly overviews and medium term planning. The subject leader devises these plans in conjunction with teaching colleagues in each year group, particularly in KS1 with the mixed classes. The Medium term plans, that have been adapted from Charanga, give detail of each unit of work for each term. The subject leader is responsible for keeping and reviewing these plans. As we have some mixed age classes, we ensure that children have complete coverage of the national curriculum requirements, but do not repeat topics. Medium term planning is then broken down into daily planning by the class teacher.

Our Music planning is organised into three aspects of progress:

1. Increasing breath and range of musical experiences;
2. Increasing challenge and difficulty in musical activities;
3. Increasing confidence, sensitivity and creativity in the children's music making. Music may be taught each week or may be taught as a block.

7. What additional music teaching do we have?

- All children participate in a weekly hymn practice in the hall.
- Year 4 and 5 take part in the 'Sing together' community event alongside other schools.
- Children in Year 2 and onwards are given the opportunity to have keyboard lessons in school with a private teacher. This is in addition to the normal music teaching of the school and must be paid for by parents/guardians.
- Children have opportunities to perform music in school and at church events throughout the year, including end of year productions, nativities and Mass.

8. How will we check how well each child is achieving and what progress they are making, and how do we set their next steps in learning?

Class teachers through marking and feedback of their work, which includes setting next steps to confirm and extend learning, will assess children's progress. The Children will also be assessed annually in relation to meeting success criteria as stated in the Lancashire Key Skills Framework and assessed in terms of Entering, Developing or being Secure within the expectations of their year group. Monitoring of subject coverage across the school will take place through a mix of planning, Pupil Questionnaires, work scrutinises, lesson observations and termly curriculum auditing.

9. What further support will we provide?

It is important that staff are aware that Music has to be fully prepared and resourced in order to deliver effective learning experiences and the timing may need to be more flexible so that children can develop their thinking. It may be necessary to ensure that teaching assistants are available to support the children in practical activities. Health and safety issues should be considered at all times and if appropriate a risk assessment taken. Training opportunities will be accessed for all (or specific) members of staff as and when necessary.

10. When, and how, will this policy be reviewed and updated?

This policy will be reviewed in the Summer of 2024, unless the Subject Leader; the Senior Leadership Team or the Governing Body deems an earlier review necessary.

It will be reviewed by the Subject Leader in the first instance and then shared with the staff as appropriate. Once agreed with staff, the policy will be taken to the appropriate Governor Committee for comment and adoption on behalf of the school. At this time it will be published on the school website and parents notified.