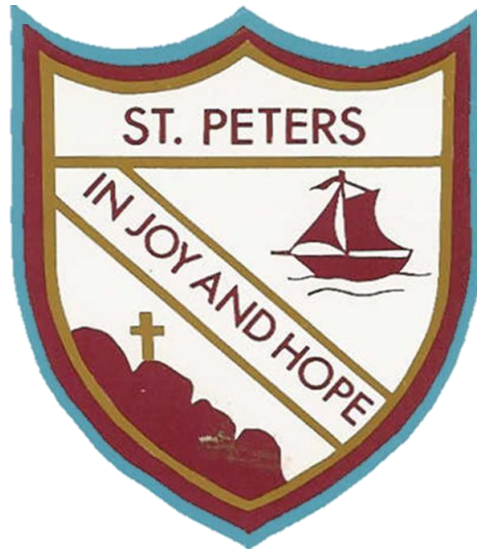


St Peter's Catholic Primary School



Music Policy

Pending Governor Review: March 2024

Chair of Governors Signature _____

Curriculum statement

Intent

At St Peter's the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at St Peter's is to develop a curiosity for the subject. We are committed to ensuring 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.

St Peter's delivers a broad and balanced curriculum, in line with the national requirements, which enables pupils to:

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play an instrument. They also learn how to compose, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded.

Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. Music allows for achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer.

1) Legal framework

- 1.1. This policy has due regard to statutory of guidance, including, but not limited to, the following:
- DfE (2013) 'Music programmes of study: key stages 1 and 2'
 - DfE (2021) 'Statutory framework for the early years foundation stage'

2) Roles and responsibilities (2)

2.1. The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all music related resources.
- Liaising with teachers across all phases.
- Communicating developments in all subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extra- curricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

2.2. The classroom teacher(s) is/are responsible for:

- Activity in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

2.3. The special educational need coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist music-based learning throughout the school.
- Organising with providing training for staff regarding the music curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of musical objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

3) Early years foundation stage (EYFS)

3.1. All pupils in the EYFS are taught music as an integral part of the topic work covered during the academic year.

3.2. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELG).

3.3. The music curriculum in the EYFS is delivered with particular reference to the ELG – exploring and using media and materials, which enables children to:

- Sing songs, make music and dance, and experiment with ways of developing the sounds and movements used.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

4) National curriculum

4.1. All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum.

4.2. In KS1, pupils will 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.

4.3. In KS2, pupils will be taught to:

- Play and perform 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.

5) Cross-curricular links

5.1. Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

5.2. English

- Pupils develop their reading and writing skills through learning to read and interpret written music.

- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.

5.3. Maths

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

5.4. ICT

- Pupils learn to use technology to compose music, and enhance their research skills through the internet and CD's.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programmes such as Word and PowerPoint.

5.5. Spiritual, moral, social and cultural development

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

6) Teaching and learning

6.1. Music lessons are delivered once a week for both KS1 and KS2 using the Charanga scheme of work.

6.2. The teaching of music is delivered by all teachers from EYFS – Year 6.

6.3. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

6.4. Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates.

6.5. Charanga scheme of work will be used and followed by all teachers.

6.6. Lessons focus on a wide range of musical skills and understanding, including the following:

- Singing in tune and alongside others
- Structure and organisation of music
- Appreciating different forms of music
- Listening to music, progressing to extended pieces of music as pupils move through year groups.
- Representing feelings and emotion through music
- Recognising pulse and pitch
- Using the voices of others to combine and make different sounds

6.7. The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Providing resources of differing complexity, according to the ability of pupils.
- Setting tasks of varying difficulty, depending on the ability group.

- Utilising teaching assistants to ensure that all pupils are effectively supported.

7) Planning

7.1. Planning of the music curriculum is tailored to follow the use of CHARANGA scheme.

7.2. The school creates long-term, medium-term and short-term plans for delivery of the music curriculum – these are as follows:

- Long-term: includes the music topics studies in each term during the key stage
- Medium-term: includes the details of work studied in a month
- Short-term: includes the details of work studied during each lesson

7.3. The subject leader is responsible for reviewing and updating long-term and medium-term plans alongside the SLT and communicating these to teachers.

7.4. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils need and identifying the methods in which topics could be taught.

7.5. All relevant staff members are briefed on the school's planning procedures as part of their staff training.

7.6. In the school, music is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

7.7. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage in their learning.

7.8. There will be a clear focus on direct, instructional teaching and interactive oral work with whole class and targeted groups.

7.9. Long-term planning will be used to outline the units to be taught within each year group.

7.10. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting opportunities for assessment.

7.11. Medium-term plans will identify key learning and differentiation.

7.12. Medium-term plans will be shared with the subject leader and SLT to ensure there is progression between years.

7.13. Short-term plans will be used flexibly to reflect on the lesson and address the aims for the next lesson.

7.14. Homework will be set on a weekly basis and will build on that week's lesson objectives.

7.15. Homework will take a variety of formats, including written tasks, practicing music, listening to music and music games.

8) Assessment and reporting

8.1. Pupils will be assessed and their progression recorded in line with the school's assessment policy.

8.2. Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early year's foundation stage', in order to identify a pupils' strengths and identify areas where progress is less than expected.

8.3. The progress development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early year's foundation stage'.

8.4. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

8.5. Assessment will be undertaken in various forms, including the following:

- Talking to pupils asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

8.6. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

8.7. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

8.8. Summative assessments are also used at the end of a unit of work. Teachers will make judgement about the work of each pupil in relation to the national curriculum – the score will be noted.

8.9. Standardised tests will be used once a year, towards the end of the academic year, to measure each pupil's attainment in all areas of music. These results will be compared with an 'average' for all pupils of that age.

8.10. Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards music, understanding of music terminology, investigatory skills and the knowledge levels they have achieved.

8.11. Verbal reports will be provided at parent's evenings during autumn and spring terms.

8.12. The progress of pupils with SEND will be monitored by the SENCO.

9) Musical events and opportunities

9.1. All pupils are encouraged to participate in additional musical opportunities to enhance their learning and development.

9.2. The school will provide an appropriate space and equipment for pupils to practice their instruments, ensuring that time slots to use the space are fairly allocated.

9.3. The following opportunities are available subject to COVID guidance and restrictions.

- School choir
- External sources e.g. teaching of instruments/ private lessons etc.

9.4. The school choir will meet on a weekly basis (subject to COVID guidance and restrictions) allowing pupils to enjoy singing together.

10) Resources

10.1. The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the school business manager in order to purchase further resources.

- 10.2. Musical resources will be stored in the music cupboard located in KS2 area, including books and instruments.
- 10.3. Cupboards containing musical resources will be locked whenever they are not in use.
- 10.4. DVD'S and CD's are available allowing pupils to listen to a wide range of music.
- 10.5. Resources which are not required on a daily basis, and those in relation to key whole-school topics, will be stored in the store room.
- 10.6. Display walls will be utilised and updated on a termly basis, in accordance to the area of music being taught at the time.
- 10.7. Musical equipment and resources will be easily accessible to pupils during lessons.
- 10.8. The subject leader will undertake an audit of musical equipment and resources on an annual basis.
- 10.9. CHARANGA resources available online with staff having access to their own accounts.

Equal opportunities (11)

- 11.1. All pupils will have equal access to the music curriculum.
- 11.2. Gender, learning ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lesson.
- 11.3. Where it is inappropriate for a pupil to participate in a lesson because of relations related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs to alternative arrangements involving extra support will be provided where necessary.
- 11.4. All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.
- 11.5. St Peter's primary school aims to provide more able pupils with the opportunity to extend their musical thinking through extension activities such as listening to and interpreting extended pieces of music, and research of a musical nature.

12) Monitoring and review

- 12.1. This policy will be reviewed on an annual basis by the subject leader.
- 12.2. The subject leader will monitor teaching and learning in the subject at St Peters primary school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 12.3. The governing body is briefed to oversee the teaching of music, and meets regularly with the subject leader to review progress.
- 12.4. Any changes made to this policy will be communicated to all teaching staff.