

St. Joseph's Catholic Primary School
'To Live, Love and Learn in a Caring, Christian Community.'

Music Policy

Intent

Our principal intention is to allow every child the opportunity to appreciate and enjoy music through actively participating in musical activities.

- To perform, compose, listen to and evaluate music across a range of historical periods, genres and traditions, including BAME music and musicians and music which is representative of our school's demographic.
- To learn to sing confidently with others and to use the voice expressively.
- To improvise and create music that explores the inter-related dimensions of: pitch, dynamics, tempo, timbre, texture, structure (and notation).
- To experience and participate in the performance of live music through learning to play a musical instrument.

Within our school context, we aim to inspire in the pupils a love for God through studying music linked to our faith. Also, to celebrate and share our God-given talents with others.

Implementation

At Foundation Stage (Nursery), music is taught by the class teacher with monthly visits from the subject specialist, but at Reception, music is taught completely by the subject specialist. Lessons link in with class topics and are planned to address the Development Matters Statements for the EYFS in the area of 'Expressive Arts Development.' These enable children to develop confidence when singing, learning about music concepts through movement, playing games and exploring sounds. Reception children receive a 30mins lesson each week along with other planned opportunities to meet the relevant EYs outcomes leading on from the interests of the children. These are delivered through adult-directed activities and meaningful enrichments to CIL.

In Key Stages 1 and 2, music covers the requirements of the national curriculum and follows the Music Express Scheme. Full curriculum coverage is delivered through a series of twelve short topics for each year group, in KS1 and LKS2 and 6 longer topics in UKS2

Each class attends a weekly 30-minute music lesson taught by the subject specialist along with other opportunities to participate in special events including: music workshop days, concerts or demonstrations and performances by visiting musicians and through supporting the spiritual life of the school i.e. leading the sung worship at Mass and in assemblies. In addition, children are involved in presenting shows and singers and instrumentalists also participate in concerts. Some performance-based topics are substituted out to make room for these annual shows.

In order to ensure that the pupils make rapid and sustained progress within each music topic, the subject specialist ensures that:

- The pupils are excited about their learning and motivated to find out more through using 'hooks' to engage pupils throughout the lessons;

- Learning objectives are clear and precise and focused on the musical skills and knowledge;
- Their subject knowledge and understanding of musical vocabulary is excellent and this is applied across a range of contexts;
- They use ongoing formative assessment strategies to inform planning;
- Pupils have opportunities to work collaboratively and present their learning in a variety of creative ways;
- A mastery approach to learning is used where possible and effective adaptations ensure that pupils of all abilities are challenged and supported;
- Pupils are provided with regular feedback – both oral and written – to address any misconceptions, to broaden their attainment and to provide opportunities for high order thinking.

Attainment Targets and Subject Content:

At the end of each Key Stage children are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1

Pupils are 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 inter-related dimensions of music

Key Stage 2

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

Pupils are 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 talented musicians.
- develop an overall understanding of the history of music.

Peripatetic teachers also visit the school to provide instrumental tuition for pupils who wish to further develop their abilities and interests. Extra-curricular activities are offered through the goodwill of staff and paid professionals. From Year 1, children can begin learning to play the keyboard or the violin and they can also begin percussion lessons through the 'Drum Truck' organisation. In KS2, they have further opportunity to learn to play the recorder, the ukulele and the guitar. In addition, some of the older children also attend the 'Live Wire Rock Academy,' based at our school, for weekly lessons on electric guitar, keyboard or drum kit. Children from Year 4 upwards, who enjoy singing, also join the school's singing club and have regular opportunities to perform.

Contribution To Other Curriculum Areas

English

Music supports the English curriculum through reading, drama, poetry, speaking and listening in discussions and group work and some recording through written work.

Mathematics

Music reinforces many mathematical concepts, for example: counting the beat (groups of 3 or 4 etc) and sequential counting ('10 in the bed') and use of repeating patterns (clapping rhythms, sequencing and structuring compositions).

Computing

Some software is used to support the teaching of music at Key Stage 2 where it links to the computing POS (eJay LKS2). Safe internet access is required for research projects e.g. instruments, composers, cultural musical styles-linked to Black Lives Matter. In these cases, E-safety issues are addressed at the start of each lesson.

PSHE

Music contributes to the general well-being and positive mental health of the children and builds a strong sense of community within the school.

Spiritual, Moral, Social and Cultural development.

Some music time is used for Mass preparations, seasonal concerts and special events connected with the church and the local community. The Music Express scheme enables children to explore and appreciate music from other cultures and it offers opportunities to support the social development of our children due to our whole school and class expectations. Our school mission statement promotes mutual respect of each-other and this is achieved through their collaborative and co-operative work, the children value each-other's abilities and develop a better understanding of themselves and others.

The scheme also enhances MFL, History, Science, Geography, Religious Education and the other Arts.

Inclusion

We teach music to all children, whatever their ability, and our teaching is planned to provide learning opportunities that match the needs of children. Lessons are taught using a mastery approach, with adaptations made for those pupils who require greater scaffolding. The curriculum is broadened to cater for gifted and talented children through their participation in concerts and external projects e.g. music festivals, singing at the Young Voices concert at the O2 arena and instrumental enrichment days.

Assessment & Recording

Assessment in music is mainly formative and helps inform future and ongoing planning and progression. It is mainly carried out informally during music lessons and may take the form of discussion with a child while working on a practical task or through pupil self-appraisal.

Summative assessment is carried out each half term and is recorded on the individual pupil tracking grids. At KS2, this may be based on individual, paired or small group tasks. Evidence is recorded in a number of ways including: on paper, written in pupil work books, photographed or recorded on video. In addition, some work sampling is carried out to monitor pupil progress and to enable the subject leader to prepare the annual

reporting on progress and effort. The leader will also prepare a report on the developments of the music curriculum, to the governing body on a two-year cycle.

Health & Safety

The general teaching requirement for health and safety applies in this subject. Children follow proper procedures and care when using instruments. Risk assessments are conducted by staff prior to any external visits. The working areas are checked before each session and access to fire escapes is kept clear and power cables are covered. We take GDPR seriously and note pupils who are not allowed to appear in photos or on the website. For further detail refer to the **health and safety policy**.

Resources

Music is resourced well and instruments are stored in the cupboards or on the trolley in the music studio for easy accessibility. Resources are regularly monitored by the subject leader and we thank the School Association for their ongoing support with the replacement of damaged instruments and the funding of trips, concerts and the visits of musical professionals. Additional teaching resources include the use of materials from the LCP planning files, BBC materials and from Herts Music Services. Music lessons are delivered in our purpose-built music studio.

Impact

The effectiveness of the music provision in the school is monitored through:

- Lesson observations and learning walks conducted by SLT and members of the subject lead team;
- Pupil voice questionnaires;
- Staff voice questionnaires;
- Analysis of pupils' attainment and progress data; and
- Book and planning scrutiny.

The subject leader is responsible for:

- Producing and reviewing the music policy;
- Monitoring the standard of the children's work and the quality of teaching in music;
- Supporting Nursery colleagues in the teaching of music;
- Keeping informed about current developments in the subject;
- Providing a strategic lead and direction for the music in the school;
- Organising music clubs;
- Overseeing the peripatetic teachers who deliver instrumental lessons;
- Reviewing and updating the subject SEF and action plan;
- Reporting to the curriculum committee of the governors
- Producing an annual report statement for each child based on attainment and effort.

Reviewed by: Katharine Roper and the Arts / MFL team.