



ST MARY'S CE PRIMARY SCHOOL



Music Policy

INTENT

AIMS AND OBJECTIVES:

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

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

IMPLEMENTATION

SUBJECT CONTENT:

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 un-tuned 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.
- 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.

CURRICULUM PLANNING:

As a school we have adopted the Charanga Music Scheme which reflects the National Curriculum's purpose of study and aims. The desired learning intentions for primary music outlined in the Programmes of Study are met practically through Charanga Musical School.

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the music curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the termly theme Curriculum Maps and individual Medium Term Plans. Long-term plans identify individual music units taught across the year group phases. Music is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

EARLY YEARS FOUNDATION STAGE

We teach music in our Preschool, Nursery and Reception classes as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Years Foundation Stage Framework which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

WIDER OPPORTUNITIES:

We have opted to buy into the Wider Opportunities scheme with Bolton Music Service. This enables all Year 5 children to learn to play the ukelele. The instruments are loaned from Bolton Music Service and they are taught a 45min lesson on a weekly basis for the academic year. There is also an afterschool Ukelele Club for Year 5 and 6 children.

THE SCHOOL CHOIR AND MUSICAL EVENTS:

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children to join. The choir meets on a weekly basis and although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the Christmas Carol Concert. The school choir also perform at the annual Music Festival at the Victoria hall.

EQUAL OPPORTUNITIES:

At St Mary's CE Primary School we are committed to providing all children with an equal entitlement to musical activities and opportunities regardless of ethnic origin, gender, class, aptitude or disability. We also take into consideration children's Moral, Social, Cultural and Spiritual values.

INCLUSION:

We recognise that there are children of widely different musical abilities in all classes, so we 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 by:

- Setting common 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.

ASSESSMENT AND RECORD KEEPING:

Teachers assess children's work in Music by making informal judgements as they observe them during lessons. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and put this information on the Educater Tracker.

MUSIC RESOURCES:

There are sufficient resources for all music teaching units in the school.

- The Year 5 workroom has a music cupboard with instruments for Key Stage 2.
- There is a box of musical instruments in the Year 1/2 workroom for Key Stage 1.
- The EYFS have their own Music Trolley in Continuous Provision.
- There are two class sets of glockenspiels and recorders that can be used with the Charanga music lessons.
- We also have a set of Djembe drums and a class set of ukuleles on loan from Bolton Music Service.

THE CONTRIBUTION OF MUSIC TO TEACHING IN OTHER CURRICULUM AREAS:

Spiritual, Moral, Social and Cultural Development

Listening to, creating or performing 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 CE Primary 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.

English

Music encourages children to listen carefully for specific purposes and to articulate responses. Singing songs develops children's language skills by focusing attention to rhythm, rhyme, diction and meaning. By working with others in a musical setting

Mathematics

By studying the structure of music, children are observing patterns and processes. Rhythm in music has a mathematical basis, and counting and recording beats in a piece of music reveals mathematical structures.

Computing

Pupils can use programmes such as 'Garage Band' to compose music, and the Music Toolkit on Purple Mash.

Personal, social and health education (PSHE) and citizenship

By making music in groups, children learn to work effectively with others and they learn the importance of good working relationships. Making and performing music builds self confidence and often allows pupils who are not academically gifted to shine. Working together on a performance can be one of the most memorable things a child does in his or her time at school. Also, music gives children a vehicle for exploring feelings in a unique and safe way.

MFL

One of the best ways to teach a foreign language is to learn songs in the language, as children remember vocabulary more readily when they have learned a song using the vocabulary.

MONITORING AND REVIEW:

The quality and effectiveness of music teaching in school will be monitored by the Music Lead by observation of lessons and scrutiny of planning. The work of the coordinator also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and attending or informing staff of all relevant training in the subject.

IMPACT

Children develop:

- a positive attitude towards music and an enjoyment of both creating and listening to music.
- competence and confidence in composing and performing music using the inter-related dimensions of music.
- a deeper understanding of how music is made through a variety of instruments.
- an ability to appreciate music from different genres, countries and historical periods.
- their musical skills through Wider Opportunities delivered by Bolton Music Service and extra curricular clubs and activities delivered by school.