



'Growing, loving and learning in the arms of Mary'

Music Policy

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Rationale

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Introduction

This policy outlines the purpose, nature and management of the music taught and learnt in our school. It has been adopted by the staff of St Mary's Catholic Primary School. This policy outlines the guiding principles by which this school will implement Music in the New National curriculum. It is reviewed periodically.

1 Aims and objectives

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 judgements about the quality of music.

The objectives of teaching music in our school are to enable children 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.

2 Teaching and learning style

At St Mary's School we 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. Singing lies at the heart of good music teaching. 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 often teach these together. 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);
- providing resources of different complexity, depending on the ability of the child;

3 Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by Sunderland Violin Project and Musical Mates. Parents who want their children to participate in the scheme must pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments. At present St Mary's School offer tuition in the violin, guitar, keyboard, saxophone, flute, clarinet, and drums. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time. Letters will be sent out in the summer term for lessons starting in September.

4 Music curriculum planning

Our school uses the National Curriculum 2014 for music as the basis for its curriculum planning and taught through the implementation of 'The Charanga Music' Scheme and Sing Up Music. 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. Each year group has the opportunity for Whole Class Ensemble Tuition on a variety of classroom percussion instruments.

Our music planning is geared to **three aspects of progress**: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. These aspects are developed through the following:

- 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
- 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.

5 The Early Years Foundation Stage

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) 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. In Year 2, children learn to play the violin as our whole class wider opportunity scheme.

6 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. We use singing on a daily basis to enhance our teaching.

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. As a Catholic school our children have a strong awareness of religious music such as hymns, plainchant and the use of reflective music to create a prayerful atmosphere. Our children are aware the music can trigger many emotions. A hymn practice is held for both key stages as required and the children lead the singing in assemblies and collective worship opportunities.

7 Music and inclusion

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils

8 Assessment for learning 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 to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work.

Resources

We keep resources for music in a central store and in classrooms. All musical instruments are kept in the Music Rooms located within the school grounds. In addition to these, children are encouraged to use ICT provision in school to record, compose, enhance and publish their own compositions using Rock Band.

The school choir/orchestra 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 in KS2 to join. The choir meets on a weekly basis at lunchtimes in order to prepare for festivals, Holy Masses and community singing engagements. Although its primary aim is to enable children to enjoy singing together, choir also performs in public on a number of occasions throughout the year.

We provide opportunities throughout the year for budding musicians to perform for the school community. This includes solo and ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success.

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.