

St Mary of the Angels Catholic Primary School

Recognising and celebrating the presence of Christ in one another.

At St. Mary of the Angels:

- ◆ we aim to follow Jesus through the teaching of the Gospels and inspire each other to be Christ-like;
- ◆ we all work as a big team to encourage everyone to be the best that they can be, at work and at play;
- ◆ we create a safe, positive, fair environment where all feel respected and valued.



Music Policy

Current date approved:	January 2022
Approved by:	Full Governing Body
Date of Next review:	January 2023

Definition:

Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.

Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels.

Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.

Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.

Aims:

At St Mary of the Angels, we aim to:

- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions
- Develop a child's understanding of music through these activities
- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Give children the opportunity to perform music both vocally and with instruments
- Encourage the children to explore a wide range of sounds
- Give them the opportunity to compose music and express their ideas and feelings through music
- Experience listening to music of a variety of styles and cultures
- Develop a child's appreciation of the richness of our musical heritage
- Provide an array of performance opportunities so children can feel part of a community.
- Encourage high standards in performance
- Be motivated to enjoy and succeed in music
- Encourage children to express ideas and opinions about music
- Give each child the opportunity to develop their musical talents
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others.

Principles of Learning

The following list of skills and attributes can be gained through participation in musical activities. It will be clear that these also contribute to the whole school curriculum.

- A sense of achievement - individual and collective
- Social skills such as co-operation, tolerance, self-confidence and perseverance
- Coordination of fingers, hands, arms, lips, cheek and facial muscles develops greatly.
- Ability to read notation
- Ability to discriminate
- Listening skills
- Sensitivity to sounds
- Imagination and inventiveness
- Ability to analyse and solve problems
- Concern for accuracy
- Ability to memorise
- Develop attention to detail

- Communication skills, self-discipline and self-evaluation
- The illumination and extension of studies in other curriculum subjects
- Higher standards of application and concentration in all areas of work

Objectives:

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014:

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.
- 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.

Early Years Foundation Stage:

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. EYFS lessons are taught using the "Music Development Matters in EYFS" guidance.

Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

Roles and Responsibilities:

Role of the Music Coordinator

- Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile at the school.
- To update and administer school music curriculum and oversee its implementation by other staff.
- Keep up to date with developments in music through reading and course attendance etc.
- Report back on courses attended.
- Advise and support staff with music.
- Be responsible for overall cataloguing, storage, purchase and upkeep of all school music resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required (outlining the aims, objectives and philosophy involved in music)
- Coordinate extra-curricular music activities as appropriate to staffing and pupil interest.
- Represent the school at external meetings in relation to music.

Health and Safety:

- Instruments are put away carefully after each session unless on display or in use in a music area.
- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.
- St Mary of the Angels Primary School are constantly informed by government guidance in relation to teaching music safely during the Covid19 Pandemic. Special considerations are given when singing and playing wind instruments.

Organisation:

- The Music Curriculum has been developed to integrate national guidelines with class topics and themes (cross-curricular links) in a skills-based, creative and spiral curriculum.
- St Mary of the Angels Primary School have subscribed to the Charanga scheme of learning which is delivered by class teachers, routinely supported by the school's music co-ordinator. Other schemes used are BBC Radio Workshop, Ten Pieces and Music Express. We adapt these to our individual needs as a school, for example to create links with the Wider Learning Project.
- Each class (Year 1 to Year 6) receives a total of one hour's music input per week. This is made up of a combination of structured lessons, specifically chosen songs or other music input within the Wider Learning Project lessons, listening and appraising, well-being activities, work on Class Composers, assemblies and hymn practice.
- Differentiation is achieved by resource, task, support and outcome through teachers' delivery of the Charanga or other unit planning.
- Children who demonstrate a talent for music through musical skills beyond their age will be given extra challenges through differentiated work, questioning and additional tasks, and through extra-curricular activities and performing opportunities.
- Children are encouraged to use tuned and untuned instruments during composing activities, exploring the sounds they create and choosing appropriate instruments to create effects.
- Children are taught to develop written ways of recording music through informal and formal notation, along with musical vocabulary relating to pitch, beat, rhythm, duration, texture, timbre, structure.
- Pupils' achievements are celebrated in display and performance opportunities. We celebrate the musical ability of all pupils, including those with musical talent, through regular performances.

SEND:

- Pupils with special educational needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability.
- SEND pupils are strongly encouraged and supported to engage with music learning in line with their ability and needs. This is achieved through mixed ability activities, individual support where needed, dedicated teaching to ensure and further understanding, within a positive environment where all children have the opportunity to perform and achievements are celebrated.

Assessment and Monitoring:

- Pupil Voice is used to collate feedback from children, which is then used to develop Music teaching. The children are able to take ownership of their learning journey through seeing suggestions implemented, which supports a positive attitude to Music.
- Teachers continually assess children's work against the learning objectives in Music, using formative assessment techniques as they observe them during lessons.
- Summative assessment is carried out through Key Reflection sheets/Boastful Bubbles at the end of structured teaching units.
- Examples of children's work are recorded for assessment purposes, in line with GDPR requirements to ensure children's safety. Children are also given the opportunity to perform their work in class or assemblies.

Resources/Other Input:

- Children have access to a range of instruments to develop their musical awareness, both tuned and untuned. This is regularly audited and updated by the subject leader.
- The main resource used for formal delivery of music teaching is the Charanga Music Scheme, which is accessed via Walsall Music Hub.
- Additional music activities include a school choir for children in Years 5 and 6. Peripatetic teachers are available for tuition at a fixed cost on Keyboard, Drums, Violin, Woodwind and Guitar.

Equal Opportunities:

- All pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations. A mutual respect and tolerance for all cultures will be promoted through the study of music.
- During music lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by the teacher or pupils) appropriate to the task set. Children have the opportunity to work in groups of both mixed and same gender and ability.
- Children listen Music from a variety of cultures, performed by a variety of people. The Class Composers have been selected to ensure a diverse range of composers are familiar to the children.