

# St Anne's and St Joseph's RC Primary School

## *Music Policy*

**July 2023**

At St Anne's and St Joseph's Primary School, we endeavour to provide a curriculum that:

- Constantly strives to find and create better ways of pursuing our goals.
- Provides a happy, supportive and safe environment in which everyone can achieve their full potential.
- Is truly inclusive and gives every child the opportunity to develop talents.
- Encourages everyone to become creative, motivated, and life-long learners prepared for an ever-changing, global community.
- Values and respects every member of the school community.
- Recognises and celebrates success.

### **Introduction to Music.**

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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

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### **INTENT**

At SASJ, all pupils should:

- 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.

### **Early Years Foundation Stage**

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

In our EYFS department, pupils are supported in their use of music as part of child-led play, whether singing songs, listening to music, dancing or playing instruments. Thus allowing them to express their creativity and emotions, as well as reaching a deeper level of musical understanding. Teachers may use resources from Charanga or their own planning ideas which will link to topics being covered in all areas of the curriculum.

#### **In Key Stage 1, pupils should be taught to:**

- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, tempo, timbre, texture, structure and appropriate musical notations.
- 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, can learn a musical instrument, use technology appropriately and can progress to the next level of music excellence.

#### **Key Stage 2, pupils should be taught to:**

- 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.
- 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, can learn a musical instrument, use technology appropriately and can progress to the next level of musical excellence.

### **IMPLEMENTATION**

At SASJ, we use a variety of resources to support the teaching and learning of music. 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. The Scheme supports all the requirements of the National Curriculum.

As part of the National Curriculum's requirement for pupils to learn an instrument, pupils in Years 3, 4 and 5 receive specialist music teaching of the ukulele, progressing onto the guitar from specialists at Lancashire Music Service. In Year 6, SASJ is supported by the Catholic Singing Partnership, so that pupils learn to sing and to use their voices, to create and compose music on their own and deliver their skills in an end of year musical performance.

Each Unit of Work has a focus - an ongoing musical learning focus and a unit-specific focus:

- Ongoing musical learning focus (learning new musical skills/concepts and revisiting them)  
: Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing. Improvisation and Composition are covered too but as options.
- Unit-specific focus - Musical skills/concepts that may be discrete to a particular unit and style focus (the style or styles of music relevant to the unit).

Lesson plans to support the teaching and learning of music can be found on the Charanga website however, Teacher's may also use their own planning ideas when developing musical lessons and activities which may link to other themes and subjects. The long-term plan for music ensures that coverage of the units takes place effectively from the EYFS to Year 6.

## Teaching & Learning

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.

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. Music is the basis of many social activities and plays an important role in personal development and building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school. Creating, performing or listening to music is a moving and spiritual experience.

We encourage children to reflect on the important effect that music has on a person's mood, senses and quality of life. Children at St Anne's & St Joseph's RC Primary School will 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. In school we use a variety of musical experiences to enhance our collective worship. Computing can also enhance the teaching of music, where appropriate, in all key stages.

Music lessons will be taught by either the class Teachers or Teaching Assistants and all teaching and non-teaching staff will ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum.

In Years 3 and 4, the pupils are taught to play the ukulele over two terms by a teacher from the Lancashire Music Service. This specialist provision ensures that *all* pupils experience playing an instrument during their time in school. In Year 5, this teaching then progresses as the pupils learn the guitar in the Autumn term, therefore building on the skills taught in years 3 and 4 and encouraging some pupils to take up independent tuition via the Lancashire Music Service website.

New to 2023 is the introduction of vocal teaching in Year 6 through the Catholic Singing Partnership. Pupils in Year 6 will receive vocal tuition weekly and develop taught skills over the year, culminating in their end of year performance.

### **SEN Children**

Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in History and could excel in the subject. Pupil's attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers.

See Special Education Needs Policy for more details.

### **Gifted & Talented Children**

All children in school will be encouraged to aim high and achieve to the best of their individual abilities. For those pupils demonstrating a particular interest or affinity with music, the school provides many events for their participation and development.

The Key Stage Two choir is offered to those pupils wishing to participate in further musical activity when possible. Events both in and out of school are organised to allow those with performance skills to flourish. Peripatetic sessions are available for parents to purchase via the Lancashire music service and parents are encouraged to join us in and out of school as pupils participate in musical performances.

Please see the Gifted and Talented School Policy for further guidance.

### **Resources**

Staff have access to the musical website Charanga via the school computers. Each member of staff can access this site using the school log in details and will find all planning guidance and resources online to support the effective teaching and learning of music. A music room has been created in school where staff will find a variety of untuned instruments which can be easily taken into classrooms to support teaching and learning. There is also a piano in this room which is used during choir sessions and music lessons.

The school is supported by the Lancashire music service who offer in school training and support for Teaching staff in the delivery of music lessons and also offer out of school training which can be purchased at a cost. School staff work with the 'Let's Go Sing' team when taking part in the yearly 'Let's Go Sing' event at King George's Hall in Blackburn. Several pupils in school also buy into the Lancashire Music Service peripatetic tuition in school, learning both piano and guitar. PPG funding is also used wherever possible, to support those pupils in Years 5 and 6 with their interests in learning an instrument.

## **Health & Safety**

As with any subject, the health and safety of all pupils is paramount. During lessons where musical instruments are being used, the member of staff responsible will ensure that pupils use them sensibly and in a way that supports and enhances lessons.

The subject leader will ensure that all instruments in school are maintained and new resources purchased to replace old, worn and damaged items.

When attending out of school events, the risk assessment procedure will be followed. All external staff will be DBS checked before working with pupils in school.

## **IMPACT**

### **Assessment**

We have various ways of assessing the children. Initially, children's work in music is assessed by making informal judgements as we observe them during each lesson. Videos of performances/compositions/etc, will be made, as this is the best way to identify progression and these are used to assess ability. This will provide the basis for the summative assessment at the end of each term.

Following the school's assessment guidance, the subject lead will collect termly data from each key stage and identify the progress made within each key stage and within particular groups in school.

The music SDP will highlight evidence collected for the subject over the school year. This will include in class and whole school evidence to show the successes of the music curriculum across school. Regular curriculum show cases are also held in school, for parents to come in and observe subject progress. This displayed evidence is also collated by the subject lead as evidence across school over the year.

Those children receiving peripatetic tuition will receive separate feedback from their tutors.

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### **Role of the Subject Leader**

- Ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons. Leads by example by setting high standards in their own teaching.
- Leads continuing professional development; facilitates joint professional development – especially Lesson Study; provides coaching and feedback for teachers to improve pupil learning.

- Leads the whole-school monitoring and evaluation of teaching and learning in music by observing teaching and learning in music regularly; analysing assessment data in order to plan whole school improvement in music; conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.
- Takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading and keeping up-to-date with music curriculum developments.
- Keeps parents informed about music performances and celebrations.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in music.
- Works in close partnership with the school's senior leaders to ensure the learning needs of all pupils in music are met effectively.
- Keeps the school's policy for music under regular review.

**Music Leader: Mrs Gillian Chadwick**

**Linked Governor:**

**Signed:**

**Signed:**

**Date agreed: November 2023**

**Review date: November 2024**