



Music Policy

“Together we love, learn, follow Jesus”

Rationale/Intent

Music is a valued part of our curriculum. It is only once children have the first hand experiences of listening, performing and composing different pieces that they can truly appreciate music in its richest forms. From Foundation Stage through to Year Six our children use songs and rhymes to learn new facts, thus supporting other subject areas too. Singing develops confidence as well as helping develop a critical ear for identifying rhyme and rhythm – important skills for developing understanding of the English language. We also recognise the important part music plays in boosting moods and supporting mental wellbeing. We therefore use music on the yard at different points as well as part of our whole school celebrations.

Our music lessons include listening to and performing a rich variety of songs from different periods in history and different cultures. This helps foster an appreciation for different cultures and musical genres. We use technical vocabulary at the children’s level to help them describe and compare different musical pieces.

In our ever developing technological world, we recognise that IT also plays an important part in how we both listen to and perform music. We use a variety of pieces of software and apps to reflect how music and technology are linked.

We have a music teacher come and teach ukuleles in school to our KS2 children as we believe that many of the skills in the National Curriculum are best taught in this practical way. Additionally it gives children a skill for life and one that hopefully many children will build on as they leave us for the next stage of the educational journey.

Aims

At St Joseph’s Primary School our aims are to ensure that all pupils:

- Appreciate different musical styles and can describe what they like about pieces.
- Get the opportunity to perform music to an audience.
- Experiment with music enabling them to compose original pieces.
- Can play a tuned instrument by the time they leave KS2.

Objectives/ Implementation

Early Years Foundation Stage:

- ✓ Develop a repertoire of song including nursery rhymes and hymns.
- ✓ Explore the sounds made by different instruments and name a few different ones.
- ✓ Listen to songs from different cultures and explain what they like about them.

Key Stage 1:

- ✓ 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:

- ✓ 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.

Planning and Organisation

The knowledge and skills linked to the music curriculum are taught during a weekly afternoon music lesson. Lesson objectives and activity ideas come from the Charanga programme. We work on a two year cycle of topics, due to our split year group classes.

Assessment and Reporting/Impact

At St. Joseph's assessment is used to provide diagnostic information, inform future teaching and learning, provide summative assessment for teachers and provide information for parents. Each class teacher is responsible for pupil assessment, which takes the form of: observations, discussion and questioning. The children's progress is measured against 'age related expectations,' ensuring progression throughout the school. Pupils attainment and effort in the subject are reported to parents in accordance with the statutory requirements and our own school reporting arrangements. Reporting on music in the Foundation Stage appears within Expressive Arts and Design strand of learning.

SEND/Inclusion

Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through:

- setting suitable learning challenges.
- responding to the diverse learning needs of pupils.
- overcoming potential barriers to learning, through additional resources at appropriate points.

Equal Opportunities

Children irrespective of ability, race or gender are given full access to the music schemes of work. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

Staff Development

Staff development in this area of the curriculum is available through the county course programme and through meetings with colleagues from other educational establishments. Teachers who have attended Charanga training report back to colleagues at a staff meeting. School INSET provides opportunities to compare developments in this area of the curriculum with other subject disciplines. The subject leader is expected to keep themselves up to date with developments in the subject and look for ways to support the other staff in enhancing children's experience of the subject.

Role of the Subject Leader

The role of the Computing subject leader is to:

- ✓ Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in music throughout the school.

- ✓ Support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities.
- ✓ Monitor progress in music and advise the head teacher on action needed.
- ✓ Conduct work sampling regularly focussing on different aspects of teaching and learning.
- ✓ Take responsibility for the purchase and organisation of central resources for music.
- ✓ Keep up to date with developments in musical education and disseminate information to colleagues as appropriate.

Health and Safety

The school is aware of the health and safety issues involved in children's use of IT to support music.

All fixed electrical appliances in School are tested by a LA contractor every five years and all portable electrical equipment in school is tested by an external contractor every twelve months. Staff are advised not to bring their own electrical equipment into School but if this is necessary, then the equipment must be PAT tested before being used in school. This also applies to any equipment brought into school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the Subject Leader/ Headteacher who will arrange for repair or disposal.

- Children should not put plugs into sockets or switch the sockets on.
- Trailing leads should be made safe behind the equipment.
- Liquids must not be taken near the computers.
- Magnets must be kept away from all equipment.
- E-safety guidelines are set out in the E-safety Policy.

Parental involvement

We have a to creative homework map, which supports links between our subjects in topics that we study. Homework sometimes therefore includes researching composers/musicians and or listening to different styles of music.