

# **St Matthew's Catholic Primary School**



## **Music Policy**

### **Updated November 2023**

## **Music Policy**

St Matthew's Catholic Primary School believes that music is to be enjoyed by all. It is a subject with proven links to wellbeing and can raise confidence levels of all involved. We aim to nurture existing talents, and discover new ones, through a bespoke curriculum that builds on previous learning and skills development. Music should be placed within the context of the children's lives, local and national events and their wider curriculum, when possible.

Music offers the children a unique chance for self-expression and to explore ideas and thoughts. The teaching of specific skills will form the foundations from which children can develop their own styles and allow them freedom to create original compositions. It is hoped that the creative opportunities provided will give build the confidence of the children and provide many opportunities for pride in their accomplishments.

Throughout their time here, the children will access a range of musical types and genres from around the world and different periods through history. They will develop a sense of how music is used in social contexts and how it has developed over time and in different places. This aims to inspire the children to try musical forms they may not have heard before or may not have thought they would enjoy. The progression of the vocabulary to describe the music they hear will allow the children to articulate their opinions and thoughts accurately and effectively. They will develop a keen love for music and be able to form opinions on the music that they enjoy.

### **The aims of music teaching are to enable children to:**

- Know and understand how sounds are made and then organised into musical structures;
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written.
- Develop the interrelated skills of performing, composing and appreciating music.

### **How do we recognise good learning and teaching of Music in our school?**

Our philosophy on learning and teaching is encapsulated in our Learning and Teaching Policy to which reference should be made. When we are teaching, we focus on motivating all of our children and building on their skills, knowledge and

understanding of music so that they can reach their highest level of personal achievement.

Peripatetic teachers provide most of the music teaching in our school. We value their skills and enthusiasm for the subject and know this is passed on to the children in every lesson.

### **We believe good teaching is:**

- Activities that provoke learning by having fun.
- Ensuring inclusion of all.
- Planning lessons that are engaging, well-paced and motivating for children.
- Effective planning is used based on assessments and knowing the next steps in a child's learning.
- Teacher having high expectations and setting appropriate challenges.
- Planning opportunities to use and apply their learning in other areas of the curriculum.

### **Leadership and Management Roles**

Music is managed by the Head Teacher and led by a designated member of staff. The areas of responsibility for the Music Subject Leader include:

- Monitoring and evaluating the curriculum, planning and delivery of Music throughout the school.
- Ensuring all Music documentation is reviewed and monitored.
- Co-ordinating Music INSET.
- Ordering and maintaining resources.
- Ensuring that provision is made for OSHL (out of school learning).
- Working with peripatetic teachers to ensure consistency and quality of teaching.

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

The music subject leader will:

- Provide advice and assistance to all staff when requested, in order to implement the Music curriculum.

- Organise resources to support the school Music policy and scheme of work.
- Co-ordinate purchasing, organisation and distribution of resources.
- Carry out regular: learning walks, book scrutinies, pupil voice conversations and data tracking to ensure high-quality teaching across school and progress for all pupils.
- Liaise with outside agencies, other schools and colleges and monitor Policy and Scheme of Work.

## **Early Years**

We teach music in Early Years as a way of building key developmental skills, such as: listening, responding and performing. Music contributes to a child's personal and social development, for example, counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

### **The contribution of music to teaching in other curriculum areas**

The use of music throughout the curriculum can be hugely valuable in supporting and promoting learning. Teaching staff should consider how music and singing can be used in a subject areas to facilitate learning and enhance the learning experiences of our pupils when planning units of work.

### **Teaching music to children with special needs**

We teach music to all children in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to need of children with barriers to their learning and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs).

### **Planning**

Music is planned in accordance with The National Curriculum for Music for Early Years, KS1 and KS2 (2014). The skills of: performing (singing and instrument), composing, describing and transcribing are encapsulated within a long term plan and delivered as short term lesson plans. Currently, St Matthew's is working alongside partner schools as part of The Bishop Chadwick Trust to deliver high-quality Music teaching and learning across school. Our Music planning consists of: a long-term curriculum map with a focus on progression of skills across school, medium term planning focused on learning objectives and subsequent short term lesson plans with resources. Furthermore, we utilise an assessment criteria endpoint for each KS2 year group to support in the assessment of pupils and collation of data in Music.

### **Assessment and recording**

Teachers use AFL strategies to assess children's music skills and development by making informal judgements as they observe them during lessons. At the end of the term, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum and the assessment criteria tool, which is recorded in the end-of-year report.

### **Additional Opportunities**

- Peripatetic staff teach lessons weekly to children who request them. Currently children are learning to play guitar and ukulele.
- The school choir and band take part in events throughout the year and entertain in the local community.
- We use the whole school's skills to perform in the Christmas Productions singing and assemblies.
- The music played as the children enter and leave assembly is chosen by the teachers and/or children. This ensures that children are exposed to a wide variety of music and develops their listening skills and music related knowledge.
- The school has weekly guitar classes, plus a weekly 'school band/ choir' club they can join after school for an extra-curricular activity.

### **In Key Stage 1 we aim to teach pupils to:**

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically with a focus on pulse, rhythm and melody.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Make and combine sounds using the inter-related dimensions of music.
- Actively listen to and appraise a wide range of musical genres.
- Compose a piece of their own music using instruments and their voice.

### **In Key Stage 2 we aim to teach pupils to:**

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression

- Improvise and compose music using the inter-related dimensions of music separately and in combination
- Listen with attention to detail and recall sounds with increasing aural memory.
- Appraise music of a wide range of genres.
- Use and understand the basics of the staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers
- Develop an understanding of the history of music.
- Compose their own piece of music using instruments and their voices.

### **Entitlement and curriculum provision**

Pupils receive a broad and balanced curriculum in which sufficient time is provided to teach music and to provide for progression in knowledge, skills and understanding.

Visiting performers enrich the pupil's experience of music.

We develop and enhance children's musical skills by giving opportunities, through structured musical tuition from peripatetic teachers and school staff, for children to learn to play an instrument. The range of music tuition available in school enables progression to be made by children being able to build on prior skills.

Some music tuition is delivered through after school clubs; however, some tuition is incorporated as part of the school day. As a school, we value the importance that music has on the development of the child and we consider that music tuition during the school day raises the profile and value of music.