



St. Joseph's Catholic Primary School

Music Policy

Date: November 2023

Next review: November 2024

Mission
Together we love, learn, follow Jesus
Vision
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.
Values
Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

INTENT

This policy is a working document which reflects the current practice, procedures, values and philosophy in relation to the learning and teaching of music. This document sets out the aims and objectives for music within the curriculum at St. Joseph's taking into consideration, the ability musical knowledge and understanding has on the positive enhancement and development of every child. The policy has been shared with and agreed upon by the whole staff and the governing body.

This policy is readily available to governors, staff, visiting teachers, support staff and parents.

Our Vision and Philosophy

Music is a powerful and unique form of communication. By engaging children in making and responding to music, music teaching offers opportunities for them to:

- Develop their understanding and appreciation of a wide range of music, developing their own interests and increasing their ability to make judgements of musical quality.
- Acquire the knowledge, skills and understanding needed to make music.
- Develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work. This includes listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity toward others.

Aims

We aim to provide our pupils with the opportunity to experience Music to the fullest extent possible. We aim to do this by:



St. Joseph's Catholic Primary School

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- Providing the highest quality teaching and learning experience possible.
- Providing a music curriculum that is broad and well balanced
- Providing a curriculum which progressively develops musical knowledge, concepts and skills.
- To provide children with a means to express ideas and feelings through sound
- To promote positive attitudes towards and enthusiasm for, music work in school
- To develop social skills and awareness whilst making music together
- To develop insight through music into other areas of experience
- Seeking the highest possible standards
- Promoting excellence and enjoyment in Music
- To provide a progressive curriculum that develops “technical” understanding; “constructive” knowledge of musical components and allows children to develop their “expressive” knowledge through understanding musical quality, meaning and creativity. (See Ofsted “Research Review Series: Music)

IMPLEMENTATION

Management of Music within the school

Role and Responsibilities of the Music Co-Ordinator (Miss D Dewhurst)

In addition to the requirement of a class teacher, the co-ordinator is responsible for strategic direction and development of Music throughout the whole school.

- Develop and implement policies and practice which reflect the School's commitment to high achievement through effective teaching and learning.
- Have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives;
- Working alongside external agencies (including LCC Music Service), develop plans for music which identifies clear progression, timescales and success criteria for its development and/or maintenance in line with the School Improvement Plan.
- Provide a high-quality music curriculum that deepens knowledge and understanding. This is done through allowing time for 'repetition of key curricular content; with a gradual introduction of key ideas, methods and concepts'
- Monitor teaching and learning in their subject and evaluate the effectiveness of teaching and learning through pupils' knowledge and understanding.



St. Joseph's Catholic Primary School

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Teaching and Learning:

The subject Leader will:

- Ensure continuity and progression in music by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through the agreed scheme of work.
- Establish clear targets for achievement in music and evaluate progress through the use of appropriate action to improve further the quality of teaching.
- Develop effective links with the local community including parents and outside agencies
- Ensure upkeep and maintenance of instrumental resources owned by school and ensure cellos/violins are well looked after (LCC)
- Ensure that teachers are aware of the implications of equality of opportunity which music raises.
- Enable all colleagues to achieve expertise in planning for and teaching music through example, support and by leading or providing high quality professional development opportunities.
- Ensure that all stakeholders about policies, plans and priorities for Music.

The main objectives for the teaching and learning of music

- Use voices expressively and creatively
- Play tuned and untuned instruments musically
- Explore the main elements of music pitch, duration, dynamics, tempo, texture, structure and timbre
- Discuss and appraise live and pre-recorded music from different traditions, great composers and musicians
- Explore and experiment with a wide variety of sounds
- Compose music for a variety of purposes and audiences
- Perform to a variety of audiences
- Write their own musical compositions using musical notation and symbols to record these
- Discover and explore links between music and other subjects
- Develop an understanding of the history of music
- Sing, explore and find learning music fun!
- Appreciate & understand a wide range of high-quality music (live & recorded)
- Learn to sing and use their voices to create and compose music on their own and with others
- Have the opportunity to learn a musical instrument



St. Joseph's Catholic Primary School

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The teaching of music provides opportunities to promote:

Spiritual development – by using music to express and reflect upon their own thoughts and feelings

Moral development – by exercising responsibility in the choices made as part of the creative process, valuing their own and others' work and recognising the effect of music.

Social development – by recognising the value of different contributions, sharing music making, supporting others and recognising the need for different roles in group performance

Cultural development – recognising how music influences and reflects people's feelings and by analysing, evaluating and reflecting on music from contrasting traditions.

Through the teaching of music children develop a multitude of skills: Speaking and Listening, thinking, information processing, reasoning, enquiry, creative – thinking and evaluation skills.

By the end of Key Stage One all children should:

Be able to listen carefully and respond physically to a wide range of different kinds of music. They play tuned and un-tuned musical instruments and sing a variety of songs, chants and rhymes from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy the way sounds and silence can create different moods and effects.

By the end of Key Stage Two all children should:

Be able to sing songs and play instruments with increasing confidence, skill and expression and awareness of the own attribution to a group or class performance. They improvise and develop their own musical compositions in response to a variety of different stimuli, with increasing personal involvement, independence and creativity. They are able to use and understand staff and other musical notation. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures and develop an understanding of the history of music.

Implementation, Curriculum and School Organisation

The teaching of music is approached in a flexible way throughout the school. Some music will be of a cross-curricular nature, while some will be specifically planned to develop certain musical skills, concepts, knowledge and attitudes. Each class is given the opportunity to learn an instrument and are taught by professional musical experts. R/1 use basic tuned instrument and ocarinas. 2/3 and Class 6 learn to play the ukulele and read basic musical notation. Teachers plans show progression of knowledge and skills in these two classes. Class 4/5 work with Lancashire Music Service that provide high quality teaching and learning of string instruments-predominantly violins and cells. Musical knowledge progression is



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supported by our schemes of work through Charanga (on line music scheme of work). R/1 will access music discreetly, also, on a daily basis as on-going development in line with Early Learning Goals and the Year 1 curriculum. In addition, all children have opportunities to develop and deepen their musical understanding through singing and knowledge, understanding and enjoyment is constantly reinforced and developed through activities that centre on listening, performing, composing and appraising.

Within any session, children are given the opportunity to work as a class, individuals and as part of a group. The learning task or activity and the resources being used will determine the choice of class organisation. Music and the age and ability of our pupil's requires the use of the following types of resources:

- Musical Instruments
- Computer based materials and programmes
- Television recordings and programmes
- Musical recordings and playing and recording equipment

Equal Opportunities and SEND

All pupils have access to music education regardless of race, gender, cultural background, ability or disability. Curriculum planning and assessment for pupils with SEND, must take account of children's individual needs. Music, however, can provide a medium for expressing thoughts and feelings in a way unachievable in other subjects. Physical contact through instruments and IT can develop motor skills, concentration etc. As a result, children are able to reach their highest potential. Music can develop self-confidence and self-esteem and allow individuals to learn, succeed and enjoy!

IMPACT

Assessment

Assessment is ongoing and is linked to listening, performing and composing. As these strands are on-going so is assessment. There are observations of performance, discussion of children's work. As part of children's independent learning, children appraise theirs and others work. "Charanga" is used throughout the school and there are ongoing assessment opportunities.

Summative assessment can be used to check on curriculum effectiveness. Assessment is also used to identify children's misconceptions or missing areas of understanding. Assessment is also used as part of the learning process itself. E.g. in EYFS, checking and recording children's responses to "Can you tell me what this instrument is called?". Can older children use descriptive and appropriate language when appraising live or recorded pieces of music?



St. Joseph's Catholic Primary School Music Policy

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	Technical	constructive	Expressive
Performing	Gradual, interactive development of motor skills, playing and singing with increasing accuracy and confidence.	Increasingly fluent use of musical elements in performance.	Increasing expression in performance and understanding of musical context and provenance.
Composing	Development of motor skill to enable exploration and production of ideas	Knowledge and handling of the components of composition	Increasing sophistication and creativity in musical outcomes
Listening	Development of the inner ear	Conscious awareness of musical elements and their use	Increasing knowledge of musical pieces, genres and cultures.

The above table shows 3 pillars of progression in Music Education as highlighted in the Research Review Series for Music (Ofsted July 2021). This works alongside our knowledge progression documents and monitoring of music across school.

Monitoring is done consistently through access to planning and evidence of pupil progress, lesson observations, school and class performances and the music area of the school website.

Policy written by Danielle Dewhurst 2023