

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



Life in all its fullness

Music Policy

September 2023

- A creative and inspiring School
- An inclusive place that nurtures children's individual needs

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

MUSIC POLICY

1 Aims and objectives

1.1 We will endeavour to install the schools Christian through the implementation of music teachings and collective mutual experiences.

1.2 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms/genres, and to begin to make judgements about the quality of music.

1.3 The aims of music teaching are to enable children to:

- Listen & appraise a variety of music, identify structure, instruments, voices & style
- know how music is made through a variety of instruments (currently glockenspiel, ukulele and recorder)
- 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, improvising , composing and appreciating music.

2 Teaching and learning style

2.1 At St John the Baptist C of E Primary School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse, rhythm, tempo and piece. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We teach them musical notation and how to improvise and compose through playing a variety of instruments.

- 2.2 We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:
- setting common tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty (not all children complete all tasks);
 - grouping children by a variety of ways and setting different tasks to each group;
 - providing resources of different complexity depending on the ability of the child;
 - using classroom assistants to support the work of individuals or groups of children.

3 Additional music teaching

- 3.1 Weekly praise and worship, enables children to learn, rehearse, perfect and perform different songs linked the schools Christian Values and Christian Calendar themes(Christmas, Easter Etc) These are used in other Collective Worship/Special Services.
- 3.2 The school runs a large choir, which has an annual tour of public performances. The choir practices weekly.
- 3.3 The school invests in musical instruments that the children can use.
- 3.4 Children in KS1 put on a Christmas production and KS2 a Christmas Performance/Concert. An end of year production, is performed by Year 5 and Year 6 of these involve learning, rehearsing and singing songs.
- 3.5 Opportunities will be sought to work with outside performers and groups. Pupils will be given opportunities to visit performance and live music events such as secondary school performances and the pantomime.

4 Music Curriculum Planning - Our school uses Charanga as the basis for its curriculum planning. Through this programme of study we teach the knowledge, skills and understanding set out in the New Curriculum 2014.

- 4.1 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 provide lesson plans, assessments, progression, and engagement exciting resources to support every lesson. The scheme supports all the requirements of the national curriculum. In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objectives/outcomes concepts to an integrated, practical, exploratory and child-led approach to musical learning. Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Scheme is structured

Each Unit of Work comprises the strand of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
3. Warm-up Games
4. Optional Flexible Games
5. Singing- Learning the song
6. Playing Instruments
7. Improvisation
8. Composition
9. Performing

4.2 We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The Long-term plan maps the overview, which will be delivered throughout the year. The medium planning indicates which song that unit will be based on. Each Unit is focused and centered on a particular song. Class teachers take responsibility for reviewing, adapting and modifying the short term plans to which are found within the Charanga scheme to ensure they are appropriate for the needs of their class and knowledge and skills are covered in line with the progression skills ladder.

4.3 The music subject lead is responsible for the monitoring of the above outlines planning cycle and ensuring the appropriate implementation of the music curriculum.

4.4 We link Governor to Music will liaise with the subject lead and support and a yearly report will be provided.

5 Foundation Stage

5.1 We teach music in Foundation class as an integral part of the topic work covered during the year. In the class, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Charanga also supports this and is taught on a weekly basis. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

6 The contribution of music to teaching in other curriculum areas

6.1 **English** - 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. They use reference books and develop research skills when finding out about the history of music and musicians. Music can sometimes be used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

6.2 **Mathematics** - Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often

linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

6.3 **Information and communication technology (ICT)** - ICT is used in music where appropriate. Children use computer programmes to compose music. They also use ICT in music to enhance their research skills through the Internet. They listen to music on the Internet.

6.4 **Personal, social and health education (PSHE) and citizenship** - Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school. Our Pupil premium funding is used to support children eligible for this to pursue their own musical interest.

6.5 **Spiritual, moral, social and cultural development** - Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St John the Baptist C of E Primary School 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.

7 Teaching music to children with special educational needs

7.1 At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, adaptation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

7.3 Intervention through SEND support will lead to the creation of a provision map for children with special educational needs. The IEP (provision map) may include, as appropriate, specific targets relating to music.

7.4 We enable pupils to have access a full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example, a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment and recording

8.1 Teachers assess children's work in music by making informal judgements as they observe them during lessons and alongside the progression skills ladder. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

9 Resources

9.1 There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store. A variety of audio resources used for singing in collective worship at other events. These are regularly updated.

10 The School Choir

10.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir, which we encourage KS2 children to join. The choir meets on a regular basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the Christmas carol concert and collective worship and community events.

11 Monitoring and review

11.1 The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

Reviewed: September 2023

Review: September 2025

Reviewed by Staff: F Jackson

Governor: M Lawence