



# St. Patrick's Catholic Primary School

## Music Policy

| Date           | Review Date    | Responsible Person |
|----------------|----------------|--------------------|
| September 2021 | September 2022 | Mrs Colley         |

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### 1. Music Statement

#### **Intent**

In our school we aim for children to have and develop a lifelong love for music through their music lessons, music groups e.g choir, instrument groups, international links, visitors, celebrations and through our spiritual life.

In our curriculum we aim to ensure that all pupils:

- Perform, listen to, review and evaluate music.
- Be taught to sing, create and compose music with a range of instruments.
- Understand and explore how music is created, produced and communicated.

Our vision is for each child to perform music through both voice and instrument. We aspire for the children to be confident performers who enjoy sharing their talents with others. Through our curriculum we aim to inspire children through music by providing a range of rich musical opportunities and experiences. In our school a love of music is promoted through singing, performing and listening so children can appreciate the power and gift of music. We aim to encourage and nurture children's talents and enthusiasm. St. Patrick's intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, often bringing great joy and happiness to those around them.

#### **Implementation**

Our curriculum is a combination of using the core scheme 'Charanga' plus personalised music plans linked to other subject areas. Music lessons are 30 minute weekly sessions, where children are engaged, enthusiastic and active learners. At the end of each topic children perform their song to an audience. This gives the children's learning a purpose and is also a celebration of their learning.

The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. At the beginning of each lesson children are asked to recall previous learning to build on skills and knowledge previously learnt. Key vocabulary is continually reinforced to help children to be able to articulate their learning.

During the autumn term, music is linked to MFL. Each class studies different genres of music from a certain country. During the term they learn a song in an international language during their music lessons and perform it to an audience on the celebration of International Languages and Music Day.

In the classroom students learn how to play an instrument. In doing so they understand the different principles of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Children have the opportunity to play a range of percussion and tuned instruments. In addition, the school purchases extra music tuition for drumming and ukelele lessons for Y4-6.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. Through the year classes compose their own song with a local songwriter. Children are given the opportunity to create and perform their own song often with links to other subject areas e.g History, R.E. This allows the children to share their learning and embed their key knowledge through music. Children having ownership of these songs results in a strong sense of pride when they perform.

Music is an integral part of our spiritual life. In collective worship, class liturgies and school masses, children sing liturgical hymns and listen to music in reflective prayer. They create and share their own songs based on prayer. Classes celebrate, pray and reflect through the power of music.

### **Impact**

Our music curriculum ensures that children have access to a wide variety of music which inspires and creates curious and informed learners. Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon.

Children have many opportunities to perform their songs through voice and instrument. Through performing children are becoming more confident in sharing their talents. Children are aware of the impact of their performance to the audience. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Through linking to MFL, music will develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

## **2. Teaching and Learning**

Fundamental skills and knowledge are taught to children through a carefully planned programme throughout each student's time at St Patrick's. All children gain a simple understanding of musical notation, playing an instrument, singing, composition, improvising, listening and analysing music. Teaching is activity based. Each half term children work towards a goal. This will culminate in a performance to share and celebrate their learning.

Children will perform to a range of audiences (partner classes, families, parish, local community).

In our curriculum we aspire for children to be confident speakers who can clearly articulate their knowledge and opinions. We have achieved this by creating a curriculum where the children listen to a wide range of music genres e.g opera, composers from different eras, modern pop and are given many opportunities to articulate their learning. Children are taught to articulate the music they are studying e.g the meaning of the lyrics, instruments and also the dimensions of the music e.g pitch, dynamics, tempo. Comprehension skills are developed during music lessons as the children study the history of the song, the meaning of the lyrics and the message of the song. They are also taught to articulate their opinion of the songs with their peers.

Through teaching children how to sing and play instruments, we aim for our children to be confident performers who show enthusiasm and enjoyment when sharing their learning. Each half term culminates in a performance thus giving children's learning a purpose. Children perform to parents in the school's 'International cafe', Christmas retreats/shows, art workshops. They will also perform to their peers and work together to develop their skills. When children are learning a piece of music they are taught to 'perform' their song in the style appropriate. Confidence and enjoyment is built and developed upon in children as they take ownership of the songs. Performances are recorded for children to evaluate and share strengths and weaknesses.

Every child will learn to play music and follow basic notation. In the curriculum children listen to music, learn to play by ear and follow some form of notation. In St Patrick's we aim for children to be able to leave school being able to read music. This will give them the skills to be able to play a range of instruments at a simple level which can then be built upon. A range of instruments are available to play (tuned- glockenspiel, keyboards, recorders and a range of percussion instruments). Children play their instruments in front of an audience as part of a performance.

A major component of the music curriculum is for children to be able to improvise and compose their own music. Children use their basic skills of music including playing instruments and reading music notation to allow them to develop their improvisation and composition skills. Children are taught to know they can improve, change and share their improvisation and compositions. In addition, through the year classes work with a songwriter to compose and perform their own songs. This enables children to see the process of songwriting live and gives children ownership of their song. Children are able to be creative in their compositions and learn that songwriting can continually evolve.

### **3. Assessment**

Children's learning is continually assessed through the year with teacher feedback.

The teacher will informally assess throughout any creation or rehearsal process, giving oral feedback, and instant methods of ways to improve. Lessons are planned to build towards and enable achievement of the end of key stage 'end points' as informed by the National Curriculum 2014. Key knowledge and skills for each year group are therefore specifically aligned to these.

Recall slides are used to begin each music lesson therefore are used as a tool to assess children's recall and understanding of previous learning.

Pupils are also assessed individually when performing as part of a group, as ensemble playing is evidence of achievement. The evidence is in the critical listening of each student, and the audience. Students are encouraged to make judgments about how they may improve their work.

In music planning teachers are asked to record and upload digital evidence of music lessons e.g improvisation, singing. Through recordings children's achievements and progress can be assessed in line with the National Curriculum.

Music subject lead meets with children from classes to assess children's knowledge and skills from their music lessons (prior and current).

#### **4. Planning and Resources**

Charanga is the core resource used alongside personalised plans (linked to MFL and R.E) The personalised plans are supplemented with a range of audio and visual clips. The planning outlines some of the opportunities that are utilised for cross-curricular learning, in consideration to the wider curriculum, as well as the school's own context, considering access to local resources and opportunities for performance. Music is planned for progression of skills and knowledge throughout the year and continually built upon.

A range of musical instruments are available for children to use (glockenspiels, keyboards, recorders and a range of percussion instruments). Each child will have the opportunity to learn to play a tuned instrument during their music lesson.

#### **5. Organisation**

Music lessons are weekly and half an hour in length. Music is an integral part of our spiritual life. Each week classes collective worship is through music. Children listen to the lyrics, discuss their meaning and sing this song as their prayer. Singing is also fundamental in our class liturgies, celebration assemblies and school masses. Music is used in reflective prayer time and through composition of own sung prayers.

We aim to give children as many opportunities as possible to create music and we continue to use local music artists to develop the children's song writing skills. Through our music scheme, choir and music group we continue to give children the chance to develop and share their talents with others.

## **6. EYFS**

Early years explore music through creative opportunities in the Expressive Art and Design Area of Learning in line with the EYFS framework. The key knowledge and skills in EYFS provide the foundation for learning so children are ready for learning in Year 1. Music for EYFS children has a primary focus on singing and movement, developing the student's listening abilities, physical co-ordination, memory, and singing skills. Children also use symbol notation to begin to 'read music' when playing their instruments.

Children are assessed according to the statutory framework and EYFS check points. Our intent is for children to be ready to learn in Year 1 but providing a progressively planned curriculum from Nursery to Reception to Year 1.

## **7. KS1 and KS2**

The KS 1 programme of study extends the learning in EYFS. It focuses on the children's understanding of pulse, rhythm and pitch which underpins music. Children listen, articulate their understanding and opinions of the music, sing a range of songs from memory, play a range of instruments by ear and following symbol notation. Children improvise through voice and instruments and compose their own melody and rhythms. KS1 perform songs to an audience in the school 'International Cafe', they also perform to parents and families in their Christmas performances. In the summer term KS2 perform their songs they have learnt in their music lessons during an arts festival in our school.

KS2 continues to build upon the knowledge and skills from KS1. Students learn to identify instruments, families of instruments, and musical genres. They analyse timbre, texture, rhythm, beat, pitch and harmony to a basic level. Topics in KS 2 music classes cover body percussion, graphic scores, beat and pulse games, samba, music notations, composition. They use body percussion, undertake group work and solo work, engage in active listening, play percussion instruments and compose in small groups. They respond to and analyse and reflect on their own and others' music, and their own compositions. KS2 perform to an audience in the school 'International Cafe, they also sing in our church as part of their Advent retreat to our parish and families. In the summer term KS2 perform their songs they have learnt in their music lessons during an arts festival in our school.

## **8. Equal Opportunities**

At St Patrick's the music curriculum takes into account issues of difference, including gender, race and ethnicity. Music from across cultures is taught, listened to and dissected. The curriculum provides space to play different styles and genres of music.

## **9. Inclusion**

The music teacher supports and facilitates access to the music curriculum through effective differentiation, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching of music at St Patrick's is the belief that music is within our bodies, and as different bodies make different sounds, everybody carries their music with them, each instrument as unique as the person is.

We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level. This is achieved by:

- Setting open-ended tasks
- Incorporating gradual increases in difficulty of tasks across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- Providing resources of different complexity
- Delivering a multi-faceted curriculum that has allowed students to access music in the most preferable or suitable way for each individual.

Music has numerous avenues for every student. Alongside the classroom music lesson each week there are opportunities for children to join choir or an instrumental group. The teaching and learning in these groups will reinforce and diversify what any child learns in the classroom. These ensembles perform at concerts throughout the year.

## **10. Role of the Subject Leader**

Key roles of the music co-ordinator include:

- The writing and delivery of music classes
- Coordinating and staging school performances.
- Coordinating involvement in music festivals and trips: liaise with SMT, peripatetic teachers and Music Service, and inform parents of details.
- Liaising with peripatetic staff about any concerns or issues, and then with SMT as required.
- Ordering and maintaining musical equipment. Organising the necessary repair of instruments.
- Supporting staff with delivery of music lessons with CDP delivered when needed.
- Liaising and maintaining a good working relationship with the Tees Valley music service.
- Ensuring a living and healthy musical environment exists at the school.

## 11. **Parents**

Children are encouraged to take part in various performances both in and out of school. When appropriate parents will always be invited to watch performances.

There are opportunities for children to watch various live musical performances therefore extending their musical experiences.

All activities provide valuable opportunities to link with the local community, parents and also to liaise with other schools. These opportunities will vary each year and will reinforce to the children that music should be shared and be seen as an exciting way of communicating and expressing feelings, messages and stories.

**Policy Agreed: September 2021**

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