



# MUSIC POLICY

*We show our love for Jesus in all we do and say.  
Celebrate our gifts and our talents  
As we enjoy learning and playing together.  
We try to follow the example of St. Patrick within our school  
Community.*

**Date: June 2020**

## **INTRODUCTION**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

All children, regardless of ability, are given opportunities to participate in the full range of music activities within the school. These include singing during assemblies, hymn practice, participating in concerts and festivals, visits to theatres and using the expertise of professional performers and tutors in school.

## **MUSIC AND THE NEW NATIONAL CURRICULUM**

Music currently maintains the status of a statutory subject and is an entitlement for all pupils up to the age of 14. There is a greater emphasis on singing in the new programme of study, linking to the National Plan's aspiration for regular singing in all schools and at all key stages. The phrase 'musical canon' means music across a wide range of musical periods, genres, traditions, composers and musicians. The skills, understanding and knowledge detailed within the new National Curriculum are developed across time. An integrated curriculum that is taught regularly builds on pupil's experiences in and out of the classroom and should effectively deliver the expectations of the National Curriculum.

## **MUSIC CURRICULUM at ST PATRICKS**

The emphasis is upon Performing, Composing, Listening and Appraising. Through the activities, pupils develop their skills as performers and as informed members of an audience. Using a range of instruments, children experiment with the framework of the Scheme of Work and links are made between this and pupils' previous or parallel musical experience, ensuring progression. Pupils may work as a class, in groups or individually in these lessons.

## **Foundation and Key Stage One**

Music is taught using Charanga. A large proportion of teaching is by using practical lessons with instruments. This ensures the children use their voices expressively and creatively by singing songs and speaking chants and rhymes. They learn to play tuned and un-tuned instruments musically.

## **Year 3 & 4**

Children are taught to play the recorder using the recorder lessons in Charanga. This enables the children to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.

## **Years, 5 and 6**

Music is taught using Charanga where children are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Music is integrated into the curriculum by teaching it as part of History.

## **Teaching and Learning**

Our children are given as much practical experience of music as possible, backed up by factual, informative teaching. The children have access to regular opportunities to learn about and explore music through performing, composing, listening and appraising.

We provide all pupils, particularly the least able, with a supportive atmosphere in which to develop their music skills. We offer learning opportunities that build on pupils' previous experiences. Children can link their experiences of composition to those listening to recorded or live music and learn with confidence and curiosity about the music of various ages and origins.

Our pupils see themselves as 'whole musicians': composers, performers and informed listeners. Children who already receive more formal instrumental tuition, often from peripatetic staff at school, are happy to

improvise and compose using their instrument, or any other instruments.

## **Resources**

There is a wide range of instruments. The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in musical activities.

The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the instruments during the lesson by instructing the children in the correct use of the instruments and by replacing them safely after use. The class teacher should report damage to instruments to the Music Leader as soon as possible.

## **ASSESSMENT**

Assessment will be undertaken throughout each Key Stage based on End of Year assessment Grids and teacher's own criteria as a focus for observation. Teachers' will continuously assess progress and adapt lesson plans accordingly.

Periodic recording of children's compositions made at the beginning and end of each term will be made as an aid to assessment and recording.

## **EXTRA CURRICULAR**

A variety of clubs take place across the school, including a junior choir and Musical theatre. The choir takes part in many small concerts and showcase opportunities. There is also the opportunity for pupils to play instruments during assembly.

Various visiting tutors attend school to give instrumental tuition after school; keyboard and percussion.

## **Roles and Responsibility of the subject leader**

- to support and guide the practice of teachers and support staff
- to ensure coverage, continuity and progression in planning
- to monitor and evaluate the effectiveness of Music teaching and learning
- to update documentation where necessary
- to produce action plans for the School Development Plan,
- prepare bids and manage the Music budget effectively
- to liaise and consult with outside agencies where appropriate
- to prepare and lead INSET
- to attend relevant INSET training
- To review regularly the contribution made by Music to a meaningful curriculum

## **REVIEW**

The music co-ordinator, in consultation with senior staff will monitor the implementation of this policy and the schemes of work, and ensure that dates are published for the review of documentation