



## ST. PETER'S CATHOLIC FIRST SCHOOL (ACADEMY), BROMSGROVE

### Music Policy

#### LOVE GOD AND LOVE ONE ANOTHER

#### CSPP- Attentive, Discerning, Compassionate, Loving, Faith-Filled,

#### Hopeful, Eloquent, Truthful, Curious, Active, Intentional.

### Our Mission

We are committed to the development of the whole child to his/her fullest potential. We strive to work with parents to meet the individual needs of every child spiritually, intellectually and socially, in their growth towards becoming independent and responsible members of our school community and society. Our school is a place where children learn to live as Christ taught us. Our school motto is at the centre of our teaching and our daily life- Love God and Love One Another.

### Aims

Music is a unique way of communicating which can inspire and motivate children. It is a vehicle for personal expression and can play an important part in their development. It reflects the culture and society we live in and so the teaching and learning of music helps children to a better understanding of their world. It also plays an important part in making them feel part of a community and so contributes to the Catholic life of the school.

We provide opportunities for all children to

- create, play, perform and enjoy music
- develop the skills to appreciate a wide variety of musical forms
- begin to make judgements about the quality of music
- know and understand how sounds are made and then organised into musical structures
- know how music is made through a variety of instruments
- develop the interrelated skills of performing, composing and appreciating music.

### Early Years

The Music curriculum allows children in Early Years to experience the main areas of musical study as defined in the Early Years Framework, particularly in the Expressive Arts and Design area of learning.

Our teaching allows children to have the opportunities to:

- build a repertoire of songs and dances
- explore the different sounds of instruments
- sing songs
- make music and dance
- experiment with ways of changing sounds.

### Key Stage One

The Music curriculum allows children in Key Stage One to experience the main areas of musical study as defined in the National Curriculum.

Our teaching allows children to have the opportunities to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### **Lower Key Stage Two**

The Music curriculum allows children in Key Stage Two to experience the main areas of musical study as defined in the National Curriculum.

Our teaching allows children to have the opportunities to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

### **Equal Opportunities**

All children are provided with equal access to the Music curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. See our Equal Opportunity Policy for more details.

### **Special Educational Needs**

We strive to meet the needs of pupils with special educational needs, those with disabilities, those with special gifts or talents, and those learning English as an additional language. Please refer to SEN Policy for details.

### **Teaching and Learning Styles**

At St. Peter's 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 our children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune with other people. We teach them to listen to and appreciate different forms of music. We teach them the disciplined skills of recognising pulse and pitch. We also teach children to make music together, understand graphic notation, and to compose pieces.

We recognise that in all classes children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of to the task to the ability of the child.

We achieve this in a variety of ways:

- setting tasks which are open ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping children by ability and using differentiated tasks
- providing resources of different complexity
- using teaching assistants where possible to support those who need it.

### **Planning**

Our school uses a published music scheme (Music Express) which fulfils the requirements of the National Curriculum guidance.

We carry out the curriculum planning in three stages. (Long term, medium and short term.) The long term plan maps the music topics studied in each term during the key stage. We are also developing the links between the topics each year group studies and musical links/opportunities.

The medium-term plans give details of each unit of work for each term.

The class teacher uses/adapts the lesson plans from the scheme which list the specific learning objectives and expected outcomes for the lesson. The class teacher is responsible for keeping these individual plans and the class teacher consults the music co-ordinator when required.

### **Cross Curricular Links**

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.

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes.

Music contributes significantly to the teaching of PSHE/Citizenship. 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 building self-confidence and contributes to the Catholic life of the school.

Creating, performing or listening to music can sometimes be a spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. At St. Peter's our liturgical music forms a vital part of our school ethos and music contributes to the collective worship in the school. The children also have the opportunity to encounter music from other cultures.

### **Differentiation**

Music is taught to all pupils regardless of ability. We provide learning opportunities that enable all pupils to achieve to their full potential. This is done by setting tasks that stimulate, challenge and encourage as well as ensuring the children enjoy what they are learning.

### **Environment**

Music is experienced daily in our school and the children are exposed to a variety of music though many different means whether it be through lessons, during assemblies or in Musical Praise.

A music area has been set up which allows the children to experience and explore a different musical instrument that has been introduced to them in Musical Praise. Here the children can play and listen to the instrument and discuss it with their friends using a variety of different musical language.

During Musical Praise the children are introduced to a singer/composer/musical to broaden their music experiences and again gives them the opportunity to explore different genres that they can discuss.

### **Assessment and Recording**

Music is assessed throughout the year using Classroom Monitor. This allows the class teacher to plan for areas in the curriculum that the children have not yet experienced and/or achieved.

If the Music is not taught by the class teacher, these assessment opportunities are made available to the adult that is delivering the Music curriculum so they can assess the children throughout the year. The class teacher then transfers the assessment onto Classroom Monitor to make it available for the Music coordinator.

On completion of a piece of work, the teacher assesses the work and gives oral or written feedback.

Children are encouraged to evaluate their own work and make amendments as they think fit. Peer assessment is also encouraged to allow children to evaluate other children's work. This is done in a sympathetic, positive and constructive way.

Ongoing assessment is monitored by the Music coordinator to ensure a wide variety of skills and techniques are taught and at an increasing level relevant for the year groups.

### **Reporting**

Academy Representatives are informed of Art priorities through the subject action plan. They are also informed of progress and standards within the subject throughout the course of the year. This will be in the form of a written document outlining the actions to date, impact of actions and any next steps or future actions.

Parents are informed of their child's progress and achievement in Art within the end of year school report.

## **Resourcing**

There are sufficient resources for all the music teaching units in the school. Equipment is located in the music area of the hall. 2simple music supports children's learning as well.

## **Home School Links**

Parents and carers are updated on the teaching of Music through individual year group Curriculum letters that are both sent home and available on the school website.

## **Role of Coordinator**

The Music subject leader is responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. They take the lead in the specific subject to ensure a variety of skills, techniques, lessons and opportunities are provided for the children as well as monitoring assessment to ensure children are given the opportunities to achieve to their full potential.

The subject coordinator also offers help with specific areas that others may need support in and ensures that the subject is resourced to allow the learning to take place.

## **Monitoring and Evaluation**

The Music subject leader is responsible for monitoring the standards of children's work and the quality and breadth of teaching. The coordinator supports colleagues in the teaching of Music by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school.

Individual feedback is given whenever monitoring is carried out to allow each individual to address their own areas for development in the subject and also to celebrate the good practise that is taking place.

**This policy will be reviewed every three years.**

**Updated: October 2017**

**Teaching Staff consulted: Wednesday 18<sup>th</sup> October 2017**

**Approved by Academy Representatives: November 2017**

**Due for review: November 2020**