

St Joseph and St Bede RC Primary School



Music Policy

With **Christ** at the
centre, our *Dream*
is for **greatness** in our
learning, to
Believe in our
unique talents, to be
Guardians of
life & creation
and to *Achieve*
a better world, by
living life to the full.

Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects our culture and society and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can be a highly academic and demanding subject. It is also important in helping children feel part of a community.

At St Joseph & St Bede RC Primary School aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- 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, composing and appreciating music;
- enjoy and appreciate a wide variety of musical styles;
- make and quantify judgements about the quality of music;

Teaching and learning style

At St Joseph & St Bede RC 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. Our teaching focuses on developing

- An ability to sing in tune and with other people.
- The skills of recognising pulse and pitch.
- An ability to play instruments with control and sensitivity working with others to make music, recognising how individuals combine together to make sounds.
- Knowledge of musical notation and how to compose music.

Differentiation

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 for more able children;
- Differentiation in planning for children who have been identified as 'gifted' and 'more able' through enrichment and extension activities. (Those children who are very able, or have a range of musical experiences to draw upon are encouraged to use and develop their talents both within the curriculum, and through extra-curricular performances e.g. music assembly)
- extra support for SEN children where necessary and possible

Equal Opportunities

All pupils will have equal access to the Music Curriculum. Staff will be encouraged to ensure no gender bias by providing equal access for boys and girls, and also for pupils of different social backgrounds and ethnic groups. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils experiencing music from

- different times and cultures
- different composers past and present
- different performers past and present

Additional music teaching

Peripatetic music teaching is organised by Bury Music Service in September for the following academic year. These lessons are paid for solely by parental contributions on a termly basis. Instruments can be hired from BMS. Children on FSM may be funded by school and there is a subsidiary for children on a low income.

These lessons are normally taught to individual or small groups of children either after school, at lunchtime or during normal lessons. A rota system is used so that children do not miss the same class lessons each week. Instruments that can be learnt this academic year include flute, clarinet, trumpet, violin and percussion.

Music curriculum planning

Music throughout the school is mainly taught from Music Express, a scheme published by A & C Black, which supports the new National Curriculum. The topics chosen are generally linked to the theme the particular class is working on for that half term and build upon prior learning.

There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit. The planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

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

Foundation Stage

We teach music in our reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, 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. Music Express is also used at the Foundation Stage. 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.

The contribution of music to teaching in other curriculum areas include;

English

Music contributes significantly to the teaching of English in our school. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music

is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

Music contributes to the teaching of mathematics through observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Information and communication technology (ICT)

ICT is used in music where appropriate. By recording their work children can suggest improvements to a performance. Children in KS2 can use internet websites such as Gridclub and Spin 'n' Grove. Children are also encouraged to bring in music and use keyboards when appropriate.

Science and D&T

e.g. experimenting with different sounds and making musical instruments.

Art

Graphic scores e.g. pattern pictures to illustrate sound effects.

We explore the link between music and art by listening to music and interpreting the feelings evoked by translating those feelings into pictures.

Personal, social and health education (PSHE) and 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 the personal development of many young people. It has a vital role to play in building self-confidence.

Spiritual, moral, social and cultural development

We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St Joseph & St Bede RC Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, are encouraged to develop more positive attitudes towards other cultures and societies.

Teaching music to children with special needs

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs). See SEN Policy

Organisation

Music is taught by Mr Hall to all classes in KS1 & 2 for 30 minutes each week. At both key stages, activities should be reinforced and extended as opportunities arise, e.g. a few minutes before break time. Cross-curricular links between music and other subjects e.g. topic work should be made where appropriate.

Opportunities for live music

- Singing practice — Once a week the whole school meets to learn hymns and songs for assembly and special occasions linked to R.E. and PSHCE

- Listening & appraising — twice a week the whole school meets for collective worship and assembly. This is an opportunity for introducing a new piece of music and for quiet reflection at the start of each assembly.
- School entertainments — At Christmas time, each year group takes part in a musical performance of some kind. At other times throughout the year e.g. Harvest, Easter and group sharing assemblies, year groups or the whole school get together to provide appropriate musical entertainment.
- The established school choir sing at concerts in school and at church and will perform at least once every half term in sharing assemblies.
- Children who learn with peripatetic teachers are encouraged to play when appropriate.
- At the end of the summer term Year 6 put on a musical extravaganza as a leaving performance to the rest of the school and parents.

Extra Curricular

- Our school **choir** runs on Thursday at lunchtime, all children from Year 3 to Year 6 are invited to join. The choir sing a variety of songs from different genres and perform at school celebrations including Harvest, Christmas and Easter. Other opportunities to perform will be discussed with the Head teacher as they arise.
- A school recorder Club is held each Wednesday from 12:45 for 25 minutes. This is run by Mrs Connolly and is open to all KS2 children.

Assessment and recording

Teachers assess children's work in music by making informal judgements about achievement of Teaching and Learning objectives as they observe them during lessons. At the end of each Key Stage 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 for completing reports to parents.

Tape recordings, use of a digital camera or a video may also be used to record work done.

Inservice

Appropriate opportunities for in-service training are found, whenever possible, for the music coordinator and members of staff and then shared at staff meetings.

Resources

There are sufficient resources for all music-teaching units in the school kept on a central trolley. Each classroom has a portable CD player and we have a comprehensive collection of CDs.

The Role of the Subject Leader

- to lead the development of Music in the school
- to provide guidance to individual members of staff
- to keep up to date with local and national developments in Music and disseminate relevant information
- to review and monitor the success and progress of the planned units of work
- to be responsible for the organisation and maintenance of music resources

Health and Safety

Children are always encouraged to use instruments carefully and safely.

An instrument, which is blown, should have the mouthpiece cleaned after each use.

Mrs E.M. Connolly
April 2016