

# St. Bernadette's RC Primary School



## Music Policy

*Together we Learn.*

*Together we Achieve.*

*Together we grow in God's Love.*

Written: May 2023

Next Review: May 2025

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## **1. Subject Statement**

### **INTENT**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It enables personal expression, reflection and emotional development. As an integral part of our culture, past and present, it helps pupils understand themselves and relate to others, forging important links between home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music. It encourages active involvement in different forms of amateur music making, both individual and communal, thereby developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic awareness, sensitivity and fulfilment.

### **IMPLEMENTATION**

Music lessons are delivered by a specialist music teacher in a medium sized multifunctional room.

Nursery receive 2 x 30-minute lessons with the music teacher supported by the Nursery staff.

Reception receive 1 x 45-minute lesson with the music teacher supported by a member of the Reception staff.

Music lessons in KS 1 & 2 take place during the class teachers PPA time. Each class receives 4 x 50-minute lessons each half term.

### **IMPACT**

Our music Curriculum is planned to demonstrate progression and to build upon and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

The impact can be measured by the standard of our performances throughout the year.

The impact of our music curriculum is also measured in the uptake of our school choir and uptake of additional music 1:1 and group instrumental tuition.

## **2. Teaching and Learning**

At St Bernadette's we make music a natural and enjoyable experience that can take place at any time of the day. 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 understand how their voice works by exploring its possibilities and then singing with an accurate pitch supported by good posture and breathing. Through singing children learn not just about the structure and the organization of music but its therapeutic qualities too. We teach them to listen and appreciate different forms of music. As they get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons

when learning about how music can represent feelings and emotions. Through song and the playing of musical instruments we teach them to recognize pulse, pitch and rhythm and to recognize changes in dynamics, texture, timbre and instrumentation. All the children are given the opportunity to compose their own music and develop creativity.

Music will be approached through:

- Whole school singing, listening and performing activities
- Timetabled class music sessions and shorter incidental music opportunities
- Individual, pairs and group work
- Live music involving professional musicians and visits out of school
- Listening and singing as part of Collective Worship, Masses and religious services
- Cross-curricular themes
- Regular public performances concerts and plays.

We recognise that in all classes, children have a wide range of musical ability, and so seek to 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.

- Setting 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 ability in the room and setting different tasks to each ability group.
- Providing resources of different complexity, depending on the ability of the child.

### **Additional Music Teaching**

Children in Key Stage 1 & 2 are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organized by Bury Music Service. Parents and carers who want their children to participate in the scheme must pay the music fee on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments currently, flute, violin, guitar and drums. This is an addition to the tuition offered by our music teacher in piano and recorder. These lessons are available for children in Year 2 upwards.

### **3. Assessment**

Children demonstrate their ability in music in a variety of ways. The music teacher will assess children's work by making informal judgements as they observe them during lessons. On completion of a piece of work, the music teacher assesses the work and gives oral feedback, as necessary, to inform future progress. All pupils are encouraged to make judgements about how they can improve their own work.

## **4. Planning and Resources**

### **Music Curriculum Planning**

Music is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the children study in music build upon prior learning (see Music Curriculum Map). While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

This progression has three aspects:

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in the children's music-making

We carry out the curriculum planning in three phases (long term, medium term and short term) The long-term plan maps the music topics studied in each term during the key stage. The music teacher devises this plan in conjunction with teaching colleagues in each year group. Wherever possible, the children study music topics link s to other subject areas, most commonly Geography, History and Science. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans are written by the music teacher and give details of each unit of work for each half term. The music teacher is responsible for keeping and reviewing these plans.

The music teacher is also responsible for the short-term lesson plans which list the specific learning objectives and expected outcomes for each lesson. The music teacher and class teacher often discuss and plan these on an informal basis.

## **5. Organisation**

### **EYFS**

We teach music in our Nursery and Reception classes as an integral part of the topic work covered during the year. As the nursery and reception classes are 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 Years Foundation Stage which underpins the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increases a child's knowledge and understanding of the world.

## **Key Stage One:**

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in the Model Music Curriculum 2021

Pupils should be taught 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.

We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible. Children are also given the opportunity to develop their understanding of the styles, genres, history and traditions of music through the creative thematic approach taught in KS1.

## **Key Stage Two:**

Pupils should be taught to:

- Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- 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.

## **8. Equal Opportunities (e.g. Gender, race)**

At St Bernadette's we are committed to providing all children with an equal entitlement to scientific activities and opportunities regardless of race, gender, culture or class.

## **9. Inclusion (e.g. EAL/SEN/PPG/Provision for HA)**

At St Bernadette's, we teach music to all children, whatever their ability and individual needs. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents, and we take all reasonable steps to achieve this.

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 organization, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets for music.

We enable pupils to have access to the full range of activities involved in learning music. When children are to participate in activities outside the classroom, e.g. in a music festival at another school or a visit to a concert hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

There will be equal access to materials which reflect our multicultural society. Participation in a wide variety of musical activities for all children is encouraged. Each child has the opportunity to perform on a range of instruments on a regular basis and any child with a hearing or sight deficiency or any other disability will have their needs catered for by the allocation of an appropriate instrument or task.

Though instrumental tuition is available by paying fees, there are structures in place so that children are not precluded from this activity for financial reasons.

### **Special Educational Needs**

There will be opportunities for all children to develop and extend their musical talents. The school liaises on a regular basis with a variety of agencies where support and advice can be sought. These include Bury Music Service, The Sensory Support Team, Psychological Service etc.

As the school is focused on dyslexia/learner friendly practices, music is also contributing on this focus by using in the classroom in a variety of activities. We have collected a database of songs and instrumental music which can be accessed via the computer in all parts of the school that link to topics in all subject areas. These are used by the class teachers to support their teaching and are a powerful resource in their lessons.

There are also a variety of musical opportunities for gifted children whose skills can be developed.

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

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile at the School.
- Supports colleagues by providing them with appropriate resources, such as recorded music and ideas which can support the teaching in other subject areas
- To update and administer school music curriculum and oversee its implementation by other staff.
- Attends training sessions, where appropriate, in order to keep informed on current developments in music teaching
- Works closely with the class teachers in planning, rehearsing and the performance of concerts
- Works closely with the curriculum leader for RE when planning School Masses, the Sacramental Programme and other celebrations
- Liaises with the peripatetic teachers from Bury Music Service
- Be responsible for overall cataloguing, storage, purchase and upkeep of all school music resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.

The quality of teaching and learning in music is monitored and evaluated by the head teacher as part of the school's agreed cycle of lesson observations.

The policy will be reviewed at least every two years.

## 11. Parents

- Parents are invited to attend regular public performances throughout the year, and throughout each Key Stage, to share in the musical achievements of our children.
- Children from Year 2 upwards are offered the opportunity to study a musical instrument with peripatetic teachers (see above - **.Additional Music Teaching**). Parents and carers who want their children to participate in the scheme must pay the music fee on a termly basis.