



ST. CATHERINE'S C. OF E. PRIMARY SCHOOL



Policy for Music

Intent

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave St Catherine's Church of England Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

Implementation

At St Catherine's we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

Impact

Children will:

- enjoy and appreciate a wide variety of musical styles;
- explore how sounds are made, and how music is produced by a variety of instruments;
- develop imagination and creativity;
- build a sense of pulse and rhythm;
- understand a range of musical vocabulary;
- develop the interrelated skills of composition, improvisation, performance and appreciation;
- enjoy a wide range of songs and sing in tune;
- develop positive attitudes and to experience success and satisfaction in music.

Teaching and Learning

Music in the Early Years

We teach music in Nursery and Reception classes as an integral part of communication and language development through adult directed activities and also, as part of continuous provision. As part of the Early Years Foundation Stage, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music, especially nursery rhymes, 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. Nursery and Reception classes also have access to the Charanga Music Scheme.

Key Stage One and Two Curriculum

Our school uses the Charanga scheme as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning.

The learning within this scheme is based on:

- Listening and Appraising,
- Musical Activities (including Creating and Exploring)
- Singing and Performing.

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the interrelated dimensions of:

Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

Additional music teaching

Children from year 3 upwards can learn to play the guitar in our after-school peripetetic teacher led group lessons. Year 2 and up can also access peripetetic teacher led lessons in strings (violin, chello) and also piano and keyboard. Lessons are taught to small groups who have chosen to learn one of a variety of instruments. Parents are requested to purchase or hire the instrument and pay the additional music lesson fees on a weekly or termly basis. Pupil premium support is available for pupils via the Cornwall Music Service (led by AsOne). There is also a Key Stage 2 choir which children are encouraged to join.

In order to enrich the musical experiences of all our children, we currently welcome a range of external providers who work with different year groups for a number of weekly sessions over the school year.

Examples of prior external providers are:

- Reception – EYFS Music delivery from AsOne
- Year 1 – Library linked practitioners undertaking project style music work based on the poems of Charles Causley.
- Year 2 – Glockenspiel teaching for one term via the Inspiration Project from Asone
- Year 3 – Samba drumming lessons for the whole class from a local Samba band leader and AsOne practitioner
- Year 4 – Preparing for and attending SongFest – including a lunchtime club run by a staff member who themselves is part of a gospel choir
- Year 5 – Music composition project for keyboards led by AsOne music specialist
- Year 6 – Previous Samba drumming units

Musical events

Children take part in singing practice, assemblies and have opportunities to perform in public, for example groups have children have been invited to sing in the local community and at local events. We take part in the annual event 'SongFest' whenever possible. Children are also given the opportunity to listen to a range of music at the beginning and end of our assemblies. At Christmas time, the whole school takes part in a musical performance of some kind. At other times of the year, for example, Harvest, Easter and class assemblies, year groups or the whole school get together to provide appropriate musical entertainment. There is a brass band concert which takes place in the Summer Term each year for the whole school. We have recently had a musical theatre production of 'The Jungle Book' delivered in school and previously year groups have accessed local musical performances as part of a class trip.

Resources

The following resources are available to aid the teaching of music at our school;

- Charanga music scheme – all teachers and TA's have individual logins
- sound system, laptop and smart board in the hall
- a range of musical resources on highlighted for teacher use to extend musical genres and teaching provision
- a selection of un-tuned percussion instruments (such as drum sets, symbols and African percussion instruments)
- tuned instruments – for example, glockenspiels, keyboards, and recorders

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings are made of live musical performances for the children to use as self-assessment. On completion of a piece of work, the teacher will assess the work and give oral feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work. Individual class teachers will keep samples of children's work in music for their own evidence. The Music Progress Map (see Appendix) will enable teachers to assess whether children are working below, above or at the expected level at the end of each year. The music subject leads requires teachers to upload one beginning and one end piece of audio or video evidence to the schools Sharepoint in order for them to assess whole school music provision and progress.

Equal opportunities

Activities should be carefully planned by the class teacher and be adapted where appropriate for children with SEND. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

Inclusion

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 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 setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Role of the Subject Leader

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

- keeps colleagues and school governors informed about developments in music and provides a strategic lead and direction for the subject;
- discusses progress with the Head Teacher and evaluates strengths and weaknesses in music;
- reviews the success of the Charanga music scheme and reviews evidence of children's work;
- arranges external music providers to work with different year groups;

Music Subject Leader: Sally Powell
Updated: October 2023
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Reviewed annually.