

# **ST EDMUND'S CATHOLIC PRIMARY SCHOOL**

*Consideration, Care and Courtesy*

## **MUSIC POLICY**

### **PURPOSE OF STUDY**

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.

### **AIMS**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **ATTAINMENT TARGETS**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **SUBJECT CONTENT**

#### **Key stage 1**

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.

#### **Key stage 2**

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.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical

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- 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.

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## **PROCEDURES**

### **MANAGEMENT & ORGANISATION**

1. The planning and deliver of the music curriculum is the responsibility of the class teacher in The Foundation Stage, Key Stage 1 and Key Stage 2 classes.
2. Long and medium term planning is based on the QCA documentation as detailed in the long term plan. This is supported through Lancashire Interactive Music service.
3. Short term planning will allow for continuity and progression through specific activities and will show appropriate differentiation. Each class will have approximately 30-45 minutes music and an additional singing session with the peripatetic pianist each week.
4. A school recorder club and choir for KS2 children allows for extension of musical experiences and knowledge
5. A range of music will be played at the start and end of each assembly. This will reflect a variety of cultures, times and styles.

### **RESOURCES**

The school has been provided with access to Lancashire Interactive Music Service and there are contents/themes/lessons for each Key Stage.

There are musical instruments stored in the Y3/4 resource area which are regularly used within assemblies and performances e.g. tambourines, maracas and triangles.

The school library provides a further range of books and supportive materials. A list of all music resources is in the co-ordinator's file.

The music co-ordinator is responsible for obtaining, organising and reviewing the music resources in school. There are boxes of musical instruments (mainly percussion based) for each Key Stage in order to enhance the diversity and quality of lessons.

Visiting musicians will be invited into school as appropriate and according to budget availability.

### **ASSESSMENT, RECORDING AND REPORTING**

All pupil's experiences, progress and achievements should be recorded throughout each unit of study by the class teacher. Children's work and evidence of achievement should be annotated and examples passed on for inclusion in the music portfolio. The portfolio will also include photographs, cassettes and videos of music making, performances etc. within school.

Teacher assessment in music should be purposeful and focussed. Each unit of study will include assessment, based on the National Curriculum end of Key Stage Level Descriptors.

Teacher assessment and planning will be monitored and reviewed by the music co-ordinators at regular intervals. Each teacher will provide evidence of work from 3 children of different abilities for monitoring each term.

Teachers will report to parents on their child's progress in music through the annual school report. This will focus on progress, effort and achievement gained. Teachers may also inform parents of their child's achievements in music at parents' evening.

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## **MUSIC IN THE FOUNDATION STAGE**

In the Reception class, children will follow The Early Learning goals for Music learning, where their individual appreciation and understanding of music is fostered. Experiences of sharing music with others through singing, music making and listening to music should form the basis of early music learning. Children should sing new and familiar (simple) songs and rhymes in groups of different sizes, make and explore percussion instruments, listen to others singing and to music on tape. The class has a wide collection of activities/songs/tapes/instruments.

## **EQUAL OPPORTUNITIES**

All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. 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. Where appropriate, children should work in mixed ability groups.

## **SPECIAL EDUCATIONAL NEEDS**

Teachers will ensure that all experiences provided for children are rewarding and achievable. All pupils will be given the opportunity to participate in music, drawing on individual strengths. Pupils with Special Educational Needs will work with the support of the teacher to ensure they can work to the best of their ability in all Programmes of Study.

Teachers can adapt strategies for pupils with SEN such as allowing pupils with speech or language problems to hum rather than sing/to use larger print on song sheets.

Provision for children with SEN should be made explicit in short term planning. Teachers should be aware of the abilities of all children, and talent and enthusiasm must be encouraged and developed in the more able child.

## **MONITORING & EVALUATION**

Curriculum preparation should be reviewed and evaluated at regular intervals. Evaluation should be focussed precisely and accurately. Class teachers are responsible for monitoring and evaluating their planning, delivery and pupil learning in music.

The music co-ordinator will monitor medium term planning, children's work and teacher assessment as stated on the school's action plan for each academic year.