

St Mary & St Margaret's CE Primary School



Music Policy



CRC Article 29 (goals of education)

Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them.

School Values

Our School Values set the ethos in which this policy is grounded:

We believe that St Mary and St Margaret's CE Primary School exists to enable every child to realise his or her potential to the fullest possible extent, whatever his or her particular needs and abilities. We aim to help all children to be the best they can be by 'living life in all its fullness' (John 10:10).

To this end, we promote our agreed School Values:

- *Growing as a child of God*
- *Loving learning*
- *Caring*
- *Achieving*
- *Personal development*

Music at St Mary & St Margaret's

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, 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 also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

At St Mary & St Margaret's Primary School we make music a really enjoyable learning experience and aim to deliver high quality teaching, supporting and encouraging all children to achieve their full potential. 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 and all children have lots of opportunities to sing in school. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music in whole school and class settings. As children 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.

At our school we believe that Music is a unique form of communication and is an integral part of our culture. It provides a platform to help children understand themselves and relate to others and the wider world. As children go through school from Year 1 onwards they have the opportunity to be taught by music specialist teachers from Solihull Music Service.

Aims of Music at St Mary & St Margaret's Primary

- To enjoy listening to a wide range of music from different times and cultures.
- To enjoy making music based on different times and cultures.
- To perform with confidence and enjoyment.
- To sing with confidence and enjoyment.
- To develop composition and appraising skills.
- To develop a musical vocabulary with which to evaluate the music listened to.
- To provide a range of musical opportunities.
- To encourage awareness, enjoyment and appreciation of Music in all its forms.
- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in Music.
- To offer opportunities to perform, compose, listen and appraise.
- To offer opportunities for children to learn how to play a range of musical instruments including brass, woodwind, string and percussion
- To offer extra-curricular activities (weekly choir and orchestra) enabling children to further their love of music, develop and extend their learning and perform in collaboration with others

Implementation of Policy in each Key Stage

EYFS

At St Mary & St Margaret's we follow the EYFS Early Adopter framework (2020). Within this framework there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.
- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Provide a secure and safe learning environment indoors and outdoors.

Music is fully embedded in the EYFS Curriculum and children have daily opportunities to engage in music activities to help them progress towards meeting the ELG (Early Learning Goal) linked to the Music curriculum at the end of Reception:

Expressive Arts & Design

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage One

At St Mary & St Margaret's Primary during Key Stage 1 children listen carefully and respond physically to a wider range of music. They play musical instruments and sing a variety of songs, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

Children in Key Stage 1 have one hour of Music per week from Solihull Music Service where they practise their singing skills and also have the opportunity to learn how to play the glockenspiel.

Key Stage Two

At St Mary & St Margaret's Primary during Key Stage 2 children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Performing skills

At St Mary & St Margaret's Primary children are taught to sing a wide variety of songs and to use their voices expressively. They have the opportunity to play tuned and un-tuned instruments with increasing control and to rehearse and perform with others, with an awareness of audience.

Composing skills

At St Mary & St Margaret's Primary children create musical patterns and are shown how to explore, select and organise musical ideas, recording these in a variety of ways, (e.g. pictorial score, by means of a digital recorder, tape recorder, video or using notation).

Appraising skills

At St Mary & St Margaret's Primary children are given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. They analyse and compare sounds and we aim for them to become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

At St Mary & St Margaret's Primary children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

Children in Years 3, 4 and 6 have one hour of Music per week from Solihull Music Service; children in Year 5 are taught Music by their class teacher. Throughout their time in Key Stage Two all children will have the chance to learn how to play the recorder, brass and clarinet by specialist music teachers.

Approach

At St Mary & St Margaret's Primary, music is central to the life of our school. Where possible and appropriate, we establish cross curricular links, e.g. in English, Science, Topic, as well as in weekly Music lessons in class delivered by Solihull Music Service (Year 1, 2, 3, 4 and 6) and in-class teaching in Year 5. Whole school singing sessions also take place weekly. Children are given the opportunity to listen to a range of music at the beginning and end of our acts of worship and worship songs or hymns are sung each day. The Headteacher leads regular whole school assemblies which include song learning and music appreciation. We regularly take part in the BBC Ten Pieces project which explores a wide range of modern and historical music.

We also have the opportunity for children at our school to have one-to-one music tuition with a peripatetic music teacher from Solihull Music Service where they can learn a string, woodwind or brass instrument. These lessons are optional and are funded by parents.

Differentiation

At our school children with a particular interest or aptitude in music can be given the opportunity to extend their education in a variety of ways, for example, recorder groups, choir, instrumental performances in assembly. Peripatetic teachers are used to teach violin, guitar, woodwind or brass lessons in school.

Children experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more musically able child.

Assessment

At St Mary & St Margaret's Primary assessment will form an integral part of the teaching and learning of music. This will be done by observing children

working and performing, by listening to their responses and by examining work produced.

Teachers assess the children's work in music both by making informal judgements as they observe them during lessons and by completing formal assessments of their work, gauged against specific learning objectives set out in the National Curriculum.

Resources

At St Mary & St Margaret's Primary we have a range of music equipment and resources that can be easily moved around the school. There are a number of tuned instruments and we have a piano in the hall. Our CD collection and song books are kept together and are all accessible on the staff computer system. The CD collection will be extended as funding allows.

Progression, Continuity and Differentiation

At St Mary & St Margaret's Primary we use a range of teaching and learning styles to meet the requirements of the National Curriculum. We place an emphasis on active learning by including children in appraising composing and performing activities. We encourage children to take part in a range of practical activities wherever possible.

Cross-curricular links

At St Mary & St Margaret's Primary music is taught as a discrete subject. However, there are opportunities within other subjects to develop musical skills:

- Science curriculum (topics on sound and listening).
- PE curriculum (dancing).

- English curriculum (where it can act as a stimulus but also to develop listening skills).
- RE (listening to sacred music).
- Art (as a stimulus for creative work in a different medium).
- History (listening to music from the particular time being studied).
- DT (Making musical instruments).
- ICT (Making sound with computers).

Inclusion

At St Mary & St Margaret's Primary we believe that all children should be able to experience the joy of music-making and performance, both vocal and instrumental. Therefore, our music curriculum is designed to provide significant opportunities for all children - regardless of socio-economic status, race, gender or ability - to (i) learn to play a range of musical instruments and (ii) perform in a range of venues (including some very significant venues) to both large and smaller audiences. We are committed to providing effective learning opportunities for all children and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all children with the aim of maximising achievement for all children at an appropriate level for each individual.

Teachers will respond appropriately to children's diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different social, cultural and ethnic backgrounds.

At St Mary & St Margaret's Primary teachers will be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly by making effective provision and liaising with appropriate staff.

At St Mary & St Margaret's Primary we are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to children and in the conduct of staff and children.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be tracked to ensure more able children reach their full potential. They also have the opportunity to learn a musical instrument in small groups or one-to-one with a peripatetic teacher in school. Children can also choose to be a part of the school choir which runs weekly and those that learn an instrument are able to join the school orchestra.

Role of Governors

At St Mary & St Margaret's Primary, governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

Role and Responsibilities of Music Coordinator

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves

supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the Headteacher an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The music subject leader has specially allocated time for carrying out monitoring of teaching and learning in music. This may include pupil interviews, looking at samples of children's work, discussions with teachers and/or observing teaching and other outcomes.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to Emma Wisniewski.