

# MUSIC POLICY



Together with Jesus, we grow in love



## HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Updated September 2020

Agreed by Governors \_\_\_\_\_

Review date: September 2021

## Holy Family Catholic Primary School Music Policy

### **Intent**

At Holy Family, we value music because it is a powerful and unique form of communication that can change and impact the way children feel, think and act. We believe that teaching music helps the body and mind work together. We encourage children to participate in a variety of musical experiences, sequentially building knowledge and vital skills to drive their understanding, creativity and individuality. We recognise that through music, pupils can increase their self-confidence, sense of belonging, creativity and musical achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose and listen with discrimination to a variety of musical genres and styles.

### **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.

At Holy Family, we use the 'Charanga Music School' scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. The 'Charanga Musical School' Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and nonspecialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

The Scheme supports all the requirements of the new National Curriculum and is in line with published OFSTED guidance.

The learning within this scheme is based on: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing.

## **Teaching and Learning**

### EYFS

Music plays an important part in a child's early development. We teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. As part of the Early Years 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). 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.

### Key Stage 1 and 2

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.

**(See Holy Family Music Progression of skills. This shows progression from Year 1 - Year 6).**

## **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.

### **Musical events**

Children take part in singing practice, assemblies and have opportunities to perform in public, for example groups of children have been invited to sing in the local nursing home which our school has links with as a Dementia friendly school. There is a KS2 school choir that performs both in school and in the local community. 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 e.g. Harvest, Easter and class Collective Worships, year groups or the whole school get together to provide appropriate musical entertainment.

### **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. Teachers will use Balance to show their assessment of children which is linked to the Music Progression Map. This will enable teachers to identify if children are working below, within or above the expected level.

### **Equal opportunities**

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. 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.

## **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.

## **Responsibility**

The subject leader for Music is responsible for:

- Providing leadership and vision
- Updating the music policy
- Carrying out the requirements of the school improvement plan linked to music.
- Monitoring the delivery of the published scheme of work and advising on action needed
- Identifying appropriate staff training
- Supporting colleagues in their planning and implementation of the scheme of work and in assessment the progress of their children against the age related expectations.
- Maintaining a file of evidence, recording a range of music activities throughout the school.
- Planning, providing and maintaining resources.