

# St Christopher's C.E. Primary School Music Policy

**Whole School Music Policy  
2015**



# St Christopher's C.E. Primary School

## Music Policy

### **SCHOOL VISION**

Flourishing together in a Christian community where every child has a life-long love of learning and has the confidence, resilience, skills and ambition to achieve their dreams.

### **MISSION STATEMENT**

**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 children. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand this world. 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.**

### **AIMS**

The objectives of teaching music in St Christopher's Primary School are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- combine, collaborate and perform songs and hymns with appreciation of the musical elements;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

### **STATUTORY REQUIREMENTS:**

All 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.

### **Foundation Stage:**

Pupils should be taught to:

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- Create movement in response to music.
- Sing to themselves and make up simple songs.
- Make up rhythms.
- Capture experiences and responses with a range of media, such as music.

### **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 un-tuned 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:

- 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.

### **TEACHING AND LEARNING STYLE**

At St Christopher's Primary School we make music an enjoyable learning experience. 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 sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music as well as complimenting the teaching of pattern and rhyme in literacy. We teach them to listen to and appreciate different

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forms of music. 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. We teach them the disciplined skills of recognising pulse and pitch. We also teach children to make music together, to begin to understand musical notation, and to compose pieces.

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 (not all children complete all tasks);
- grouping children by ability and setting different tasks to each ability group;
- 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

### **ADDITIONAL MUSIC TEACHING**

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is offered by an independent peripatetic teacher. Instruments offered include, keyboard, guitar and violin. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of the instruments offered. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

Year 3 now have the opportunity to learn the recorder through whole class teaching delivered by a peripatetic teacher. This is delivered in one hour weekly sessions.

### **CURRICULUM PLANNING**

Our school uses the National Curriculum for Music as a basis for the planning and delivery of music in each age phase. We adapt the national scheme so that the topics that the children study in music build upon prior learning and relate to their current topic themes. 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

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they move through the school. The school has opted to use the useful teaching tool and curriculum 'Music Express.' This scheme of work offers great ideas, explanations for activities and a 'no fuss' way of delivering music in a progressive manner across the school.

The medium-term plans, which we have adopted from the national scheme and Music Express, give details of each unit of work for each term. These plans can be advised and checked with the subject leader.

The class teacher uses the planning set out in the Music Express scheme and refers to these on his/her weekly planning. The class teacher is responsible for keeping these individual plans, and support is readily available from the music co-ordinator to support the class teacher.

Our music planning is geared to three aspects of progress:

- 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.

### **THE FOUNDATION STAGE**

We teach music in the Foundation Stage as an integral part of learning, and to support learning across the curriculum. As the reception class is 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 Learning Goals (ELGs) which underpin 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 increase a child's knowledge and understanding of the world. Music can also reinforce language and support and scaffold learning for pupils with English as an Additional Language.

### **THE CONTRIBUTION OF MUSIC TO TEACHING IN OTHER CURRICULUM AREAS**

#### **English**

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books, and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or

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creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. Music also encourages pupils to be more effective listeners as well as communicators.

### **Mathematics**

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Musical notation is a code and to understand and depict this code requires mathematical problem solving. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

### **Personal, social and health education (PSHE) and citizenship**

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in music during assembly ensures pupils are united through a common medium. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

### **Spiritual, moral, social and cultural development**

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St Christopher's Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

## **MUSIC AND ICT**

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children use computer programmes to compose music. They also use ICT to enhance their research skills, whether through the Internet or on CD-ROMs. They listen to music on the Internet, and there is opportunity to record their own compositions to send to other schools electronically. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use ICT to improve the presentation of their work.

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### **MUSIC AND INCLUSION**

At our school 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, those with special gifts and talents, and those learning English as an Additional Language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs and English as an Additional Language (EAL).

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 relating to music. Music Therapy can be an ideal pathway to support pupils with Special Educational Needs.

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example in a musical festival at another school/ Cowley Road Carnival, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **ASSESSMENT FOR LEARNING**

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 and during performance. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment and records this using the Target Tracker system. We use this as the basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

### **RESOURCES**

There are now sufficient resources for all music teaching units in the school. Resources are available for Foundation Stage, Key Stage 1 and Key Stage 2 to ensure music can be taught at the same time across the school if needed. Class libraries contain a supply of topic books and computer software to support children's individual research in music.

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### **THE SCHOOL CHOIR/GLEE CLUB AND MUSICAL EVENTS**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir/Glee Club which we encourage pupils to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it will also aim to offer public performances throughout the year including a rehearsed variety production and performances in the local community and parish church.

With Years 3 and 4 collectively learning a musical instrument, opportunities to perform as a class will be arranged to showcase their learning.

The Christmas Nativity offers all pupils throughout the school, the opportunity to perform with a purpose and for an intended audience. Following this an Easter concert in early Key Stage 2 is also delivered with musical talents, singing and performance. Year 6 stage an end of year production to commemorate their time at St Christopher's Primary School and celebrate their achievements through a music and drama spectacular.

### **HOMEWORK**

Pupils are encouraged to practise all songs and musical performances for homework.

### **MONITORING AND REVIEW**

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 music in the school.

This policy will be reviewed at least every two years.

**Signed:**

**Date:**

Policy written September 2015 by Mrs N Taylor