St. Joseph's Catholic Primary School, a Voluntary Academy

Music Policy

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Aims

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and can play an important role in the personal development of young 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 in which they live. It plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, perform and enjoy music and to appreciate a wide variety of musical forms.

In line with the 2014 National Curriculum and the 2022 New Model Music Curriculum, our objectives in the teaching of music are that children should:

- 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 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notations.

Intent

At its core, our Music Curriculum aims to give our pupils the knowledge and skills:

- to know and understand how sounds are made and can be organised into musical structures
- to listen to and appraise different types of music
- to know how music is composed and written down
- to know how different styles of music can be influenced by the time, place, people and purpose for which it was written

The teaching and musical experiences we provide at St Joseph's also aim to inspire and delight children; to give them a life-long love of Music and an appreciation of its value on a both a personal and a wider community level.

Implementation

At St Joseph's we use the 2014 National Curriculum and the 2022 New Model Music Curriculum as the basis for our planning. Objectives are mapped carefully into a progression document from EYFS to Year 6 and objectives for each class are set out clearly to ensure coverage and progression. This progression document ensures that we build upon prior learning. Children learn to listen and appraise; compose and perform in timetabled Music lessons; with their class teacher. We currently use 'Sing Up' teaching resources. This resource provides us with detailed lesson planning, classroom-ready presentations and quality teaching materials. It enables us to cover all aspects of our St Joseph's Music curriculum with a diverse range of repertoire, approaches, and traditions and supports an integrated approach to singing, playing, improvising, composing, listening, and appraising, enabling both generalist

and specialist teachers to deliver engaging and effective music lessons. Children sing in every music lesson and daily classroom singing is encouraged throughout the school. Children also enjoy listening to variety of music in their classrooms each day- every half term we focus on a 'Great Composer' and class teachers have a list of suggested tracks so that our children become familiar with some of their work. Children enjoy fortnightly whole school singing sessions- learning a range of fun, curriculum-linked and spiritual songs; both traditional and modern. Our classroom teaching is applied and enhanced outside the classroom- children in KS2 can choose to learn the guitar with our peripatetic teachers. A recorder ensemble and school choir are also run during the year; rehearsing at lunchtimes and performing for the benefit of the wider community, for example, by singing carols in an old people's home each year. We continue to seek opportunities for children to experience live music- bringing in visitors or taking groups to perform at events such as 'Lancashire Sings'.

Music in the Early Years

Early years explore musical themes and content through the Expressive Arts and Design strand of the EYFS curriculum 2021. Music in EYFS looks and sounds like this:

- A weekly dedicated Music lesson – following units from Sing Up
- Daily singing to build up a repertoire of songs from traditional Nursery Rhymes to curriculum-linked songs such as 'The Size Parade' in Maths and routine songs such as 'Lunch'.
- Indoor and outdoor continuous provision activities- often linked to taught elements and modelled by adults. Activities include 'junk' chime bars on the Music pallet; old guitars to pick up and explore and selected chime bars for 'copy and sing' with a friend.
- Regular listening to music- sometimes linked to our whole-school 'Great Composer'
- Listening and responding to spiritual music during daily worship
- Opportunities to perform throughout the year- eg in assemblies for the older children or to parents at 'Stay and Play'

Resources

The following resources are available for the teaching of music at St Joseph's:

- Sing Up Music Scheme and Song Bank
- Charanga music scheme with song bank and creative music apps
- sound system, including microphones, laptop and projector in the hall
- a class set of glockenspiels
- a class set of recorders
- a selection of un-tuned percussion instruments

Assessment

Assessment in music is designed to support learning and progression, rather than drive it. In line with Ofsted's expectations:

- We make judicious use of summative assessment to check whether pupils are learning the curriculum as intended. Summative assessments are carried out termly and are light-touch to avoid narrowing learning time. We use the Sing Up Progression Snapshots to assist with this judgement. Teachers can refer to a set of

curriculum linked 'I can' statements when making their summative best-fit judgements.
- Formative assessment is embedded throughout lessons. Teachers use questioning, observation, and feedback to identify pupils' misconceptions or gaps in understanding, and adapt teaching accordingly.
- Assessment practices are proportionate and avoid unnecessary workload. We prioritise giving pupils in-the-moment feedback and opportunities to practise and improve, rather than recording evidence for its own sake.
- Information from assessment is used to inform planning, ensure progression, and provide targeted support where pupils need additional help.

Equal opportunities

Activities are planned and differentiated where appropriate for children with SEN. Within each class, there is a wide range of musical experience and 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
- by grouping children by ability and setting different tasks to each ability group
- providing resources of different complexity

Learning experiences in music are available to every child, regardless of race, gender, class or ability. Pupils are encouraged to value social and cultural diversity through musical experiences.

Impact

By the end of Year 6, we hope that children will be prepared for the academic rigour of the Music curriculum at KS3. Music enriches lives and has a positive effect on mental health and well-being; we want each and every one of our children go on to enjoy Music in as many ways as they choose- as a listener, a composer or a performer.

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
- keeps up to date with developments in music education by accessing the local music hub
- takes advantage of the opportunities for collaboration offered by the local hub eg SMEP visits and CPD
- discusses progress with the Head Teacher and identifies areas for development

- reviews resources
- Seeks cost effective ways to work with external providers to enhance our music offer

Monitoring

The Music subject leader is responsible for monitoring the standard of the children's work and quality of teaching in Music. The delivery of the Music curriculum has recently been handed back to class teachers and during this period of transition, the subject leader will provide extra support and guidance to class teachers. The subject leader attends CPD to keep informed of current developments in the subject in order to support colleagues effectively when necessary and to provide strategic lead and direction for the subject in the school. The subject leader gathers feedback from children and parents in order to improve provision. Through an annual action plan, the subject leader highlights strengths and indicates areas for improvement to the Headteacher. This information is also written up as an annual summary report to the governing body at the end of each academic year.