

## Music Policy

Blessed John Duckett School is a Catholic School and God's love is at the centre of our community.

We experience prayer and worship together, share and recognise pupils' understanding and deepening of the Christian faith.

By working together, we strive to meet the spiritual, pastoral and academic needs of our children and community.

We demonstrate our love by caring for God's world and the diverse people in it.

We aim for respect, fairness and justice in all we do.

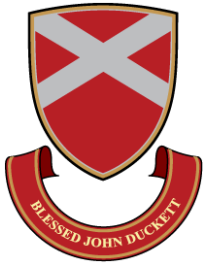
Policy agreed by Staff Summer Term 2020

Signed *Mrs S. McQuiggin* Headteacher

Agreed by Governors Summer Term 2020

Signed *Mrs E. McGurk* Chair of Governors

To be reviewed Summer Term 2022



### **Introduction**

At Blessed John Duckett 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.

### **Rationale**

Music is a unique way of communicating which 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 allows our pupils to reflect and links closely with their spiritual development. 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 plays an important part in helping children feel part of a community.

### **Statement of Intent**

At Blessed John Duckett RC Primary School, it is our intention to provide a music curriculum:

- That is an enjoyable learning experience for children and teachers.
- That widens their repertoire which influences their creativity, originality and imaginative performance and composition.
- That develops a passion for and commitment to a diverse range of musical activities.
- Children participate in a range of musical experiences as an individual, in class groups and as a whole school.
- As Musicians they understand that music can help us express our feelings and beliefs. It can be fun, inspiring and enhance our overall well-being. It can be used to help us celebrate and helps us through difficult times.
- Children will be able to describe, interpret and explain work, ideas and practises of many different musicians and composers over a range of historical and social backgrounds, styles, traditions and genres. They will develop a musical vocabulary to do this effectively.
- We teach children to listen to and appreciate different forms of music. They develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives.
- As Composers they develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements through song and instruments.
- They have the opportunity to compose and improvise to create their own musical pieces.
- It is important for us that children experience listening to a wide range of high quality music from different cultures and eras.

- All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff.
- Every opportunity is provided to enhance children's musical experiences both in and outside the classroom, by way of listening to live music, by working with artists-in-residence and performing arts groups, by taking part in community projects and exhibitions, trips to theatres and festival halls. We make the most of our rich musical heritage and explore local traditional and current music scenes.
- Themed home learning tasks are designed to encourage and deepen children's own knowledge and interests.

### **Legal Framework/National Curriculum**

We use and adapt the National Curriculum, building on the principles of the EYFS Statutory Framework Guidance as the basis for our Music teaching.

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. Pupils will 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. They will 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.

### **Aims and Objectives**

The objectives of teaching music in our school are to enable children to:

- Develop aesthetic sensitivity and creative ability in all pupils.
- Foster pupils' sensitivity to, and their understanding and enjoyment of, music through an active involvement in listening, composing and performing.
- Provide for the expression and development of individual skills and for sharing experience and cooperating with others; singing, playing, composing and listening can give individual and collective satisfaction.
- Develop an awareness of musical traditions and developments in a variety of cultures and societies.
- Develop the capacity to express ideas, thoughts and feelings through music
- Provide the opportunity to experience a feeling of fulfilment which derives from striving for the highest possible artistic and technical standard.

### **Roles and Responsibilities**

The subject lead is responsible for the development of the subject and also for assuring quality and standards in the subject by:

- Monitoring long term and medium term planning;
- Ensuring policy is implemented;
- Ensuring continuity throughout the school;
- Supporting and guiding teachers in teaching and learning of music;
- Monitoring and evaluating practices in school;
- Keeping up to date with latest initiatives, research and resources and communicates these to staff;
- Attending relevant CPD;

- Preparing, organising and delivers appropriate CPD;
- Observing lessons and team teaches where appropriate.

Teaching staff are responsible for

- Completing medium term planning;
- Giving pupil's feedback in each lesson;
- Planning learning that is in response to formative assessment;
- Celebrating children's achievement through high quality displays of work.

### **Subject Content Overview**

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.

### **Early Years**

Music is used as a starting point to early reading skills through the Letters and Sounds programme and through the Musical Development Matters document: using body percussion and voice sounds, recognising and repeating rhythms, listening to sounds in the environment and using musical instruments to represent feelings and movement. Children learn a wide range of songs and nursery rhymes and learn that sounds can be used to enhance stories. They are encouraged to perform songs in class and create their own songs and rhymes.

### **Key Stage 1**

Children will learn how to use their voices expressly by singing together and in solo, using chants, rhymes and songs. They will have experience of using tuned and untuned instruments. Pupils will have the opportunity to listen to a wide range of high quality music. They develop a good understanding of music through experimenting with sounds and unpicking the key elements of what music is made up of. They will also have the opportunity to perform both in class and to the whole school.

### **Key Stage 2**

Children will perform using their voices and musical instruments with more control and precision in as a class and as a soloist. They will learn about the key aspects that make up a musical piece, including musical notation and use this to compose their own music. Pupils will listen to, appreciate, talk about and describe a piece of music with technical vocabulary to build up a good knowledge of music from different cultures and historical periods.

### **Planning**

We carry out curriculum planning of music in two phases: long-term and medium-term. Our long term plan maps out the themes covered in each term during EYFS and Key Stage 1 & 2. These are based on Musical Express schemes of learning. Additional activities linked to our termly topic are then added. Our medium-term plans, which are based on the national curriculum, give detail of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Each lesson includes a key focus question, a learning objective, details of what will happen in the lesson, learning outcomes and resources needed.

We plan the activities in music so that they build upon the prior learning of the pupils. While we give pupils of all abilities the opportunity to develop their skills, knowledge and understanding, we also build planned progression, so that there is an increasing challenge for the pupils as they move up through the school.

### **Teaching and Learning**

At Blessed John Duckett 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. Children practise singing skills in class and together as a whole school through hymn practise and collective worship. 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. We teach them to listen to and appreciate different 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.

Our singing and performing skills are put to good use with our annual Christmas performances. Early Years and KS1 perform together and KS2 give their own performance. We hold regular celebration assemblies which always includes a performance of a song link to our termly topic. Music also forms an important part of our whole school masses which we hold regularly.

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 often teach these together. We also teach children to make music together, 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);
- providing resources of different complexity, depending on the ability of the child;

Children are offered the opportunity to study the violin with peripatetic teachers. Peripatetic music teaching is provided by Durham Music Service. These lessons take place in school time and usually in small groups.

### **Assessment**

We assess children's work in music by making informal judgements as we observe them during each music lesson. Assessment is based around our Music Knowledge Maps where teachers ensure that key skills and knowledge have been learned.

On completion of a piece of work, the teacher responds to children's work, identifying areas for development. Feedback is given to the children mainly in a verbal way through discussion as they are working. Recordings should be used to inform assessment and

provide evidence at the end of a unit. This can be undertaken using an iPad to record then saving it to the server.

When giving feedback the following should be considered:

- Evaluating pupils level of knowledge;
- Setting explicit learning objectives;
- Sharing learning objectives with pupils;
- Questioning effectively;
- Pupils evaluating their own and peers performance;
- Teachers and pupils reflecting and reviewing performance and progress;
- Effective oral feedback to inform pupils what they should do next;
- Children responding to feedback orally.

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, oral feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others work. Learners use the success criteria to make judgements on their own, and peers, learning and identify areas for development – next steps.

### **Monitoring and review**

The music co-ordinator and senior management are responsible for observing practise and monitoring the quality and impact of art teaching and learning. The music subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school.

### **Resources and Equipment**

We are continually reviewing resources in our school to be able to teach all the music units in our Scheme of Work. We keep these resources and instruments in a central store. [Appendix 2 – Resource List]

### **Curriculum Links**

There is a thematic approach to Music teaching in our school which ensures links being made across different curricular subjects. Allowing children to apply and reinforce their skills and knowledge in a variety of contexts.

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. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

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. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

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 successful public musical performances is sometimes one of the most memorable things young people do at school. 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 Blessed John Duckett 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.

### **Home School Links**

Topic overviews provide information to parents about what their children will be studying throughout the term. Parents are also informed of termly school visits and/or visitors which are organised to further enrich our curriculum. Parents have the opportunity to attend consultation evenings on a termly basis. This concludes with an annual written report outlining pupil progress within all curriculum subjects. Curriculum Information is also provided on the school website. Parents are also encouraged to attend all our school performances, Christmas productions, celebration assemblies and masses.

Homework tasks are given on a termly basis in line with the topic being studied. This provides children with the opportunity to investigate, research and reinforce their skills in a practical, creative way. Homework tasks are cross curricular and designed in such a way to engage children and families in their own learning. **[Homework Policy]**

### **Equal Opportunities**

At Blessed John Duckett RC Primary School we have due regard for our duties under the Equality Act 2010. Children and adults have equality of opportunity in terms of access and outcome throughout all aspects of school life. Children are given opportunities to work with others, listen to each other and treat everyone with respect. We will ensure that we eliminate discrimination, advance equality of opportunity and foster good relations. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances. Please refer to our Equality Statement.

### **SEND**

Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We all recognise the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious curriculum. Within Geography, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDco where applicable.

Please refer to the SEND Policy

### **Health, Safety and Hygiene**

The school is responsible for teaching music in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. All music equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the Head teacher.

**SMSC**

We aim to promote a caring, compassionate and fair environment within which all pupils are valued and enabled to reach their full potential. We facilitate this by fostering the values of friendship, kindness, perseverance, respect, responsibility and creativity.

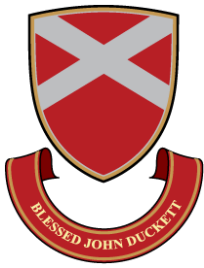
All these values can be encouraged in all science lessons and all teachers will actively promote these and celebrate them.

**Safeguarding**

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please refer to the Safeguarding Policy.





<b>Year A</b>			
	<b>Forests</b>	<b>Voyages of Discovery</b>	<b>Mountains</b>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	ME: Unit 1 Special People <b>Beat and tempo</b>	ME: Unit 3 Moving Patterns <b>Structure</b>	ME: Unit 5 Growth and Change <b>Loud and quiet</b>
	ME: Unit 2 Going places <b>High and low</b>	ME: Unit 2 Working World <b>Texture</b>	ME: Unit 6 Our Senses <b>Timbre</b>
<b>Year 1/2</b>	ME: Year 1 Unit 1 <b>Exploring Sounds</b>	ME: Year 1 Unit 3 <b>Exploring pulse and rhythm</b>	ME: Year 1 Unit 5 <b>Exploring instruments and symbols.</b>
	ME: Year 2 Unit 1 <b>Exploring duration</b>	ME: Year 2 Unit 3 <b>Exploring Pitch</b>	ME: Year 2 Unit 5 <b>Exploring timbre, tempo and dynamics</b>
<b>Year 3/4</b>	ME: Year 3 Unit 1 <b>Exploring descriptive Sounds.</b>	ME: Year 3 Unit 3 <b>Exploring arrangements</b>	ME: Year 3 Unit 5 <b>Exploring sounds and colour</b>
	ME: Year 4 Unit 1 <b>Exploring rhythmic patterns.</b>	ME: Year 4 Unit 3 <b>Exploring melodies and scales</b>	ME: Year 4 Unit 5 <b>Exploring signals</b>
<b>Year 5/6</b>	ME: Year 5 Unit 1 <b>Exploring rhythm and pulse</b>	ME: Year 5 Unit 3 <b>Exploring sound sources</b>	ME: Year 5 Unit 5 <b>Performing together</b>
	ME: Year 6 Unit 1 <b>Exploring rounds</b>	ME: Year 6 Unit 3 <b>Exploring lyrics and melody</b>	ME: Year 6 Unit 6 <b>Exploring musical processes</b>
<b>Year B</b>			
	<b>African Adventures</b>	<b>Festival of Britain</b>	<b>Dig, Dig, Dig</b>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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<b>Year 1/2</b>	ME: Year 2 Unit 6 <b>Exploring Sounds</b>	ME: Year 2 Unit 2 <b>Exploring pulse and rhythm</b>	ME: Year 2 Unit 4 <b>Exploring instruments and symbols.</b>
	ME: Year 1 Unit 2 <b>Exploring duration</b>	ME: Year 1 Unit 4 <b>Exploring Pitch</b>	ME: Year 1 Unit 6 <b>Exploring timbre, tempo and dynamics</b>
<b>Year 3/4</b>	ME: Year 4 Unit 6 <b>Exploring descriptive Sounds</b>	ME: Year 4 Unit 2 <b>Exploring arrangements</b>	ME: Year 4 Unit 4 <b>Exploring sounds colours</b>
	ME: Year 3 Unit 2 <b>Exploring rhythmic patterns.</b>	ME: Year 3 Unit 4 <b>Exploring pentatonic scales</b>	ME: Year 3 Unit 6 <b>Exploring singing games</b>
<b>Year 5/6</b>	ME: Year 6 Unit 4 <b>Exploring rhythm and pulse</b>	ME: Year 6 Unit 2 <b>Exploring sound sources</b>	ME: Year 6 Unit 5 <b>Performing together</b>
	ME: Year 5 Unit 2 <b>Exploring rounds.</b>	ME: Year 5 Unit 4 <b>Exploring lyrics and melody</b>	ME: Year 5 Unit 6 <b>Exploring musical processes</b>
<b>Year C</b>			
	<b>Myths &amp; Legends</b>	<b>Explorers and Travellers</b>	<b>Helpful Heroes</b>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

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<b>Year 5/6</b>	ME: Year 5 Unit 1 <b>Exploring rhythm and pulse</b>	ME: Year 5 Unit 3 <b>Exploring sound sources</b>	ME: Year 5 Unit 5 <b>Performing together</b>
	ME: Year 6 Unit 1 <b>Exploring rounds</b>	ME: Year 6 Unit 3 <b>Exploring lyrics and melody</b>	ME: Year 6 Unit 6 <b>Exploring musical processes</b>
<b>Year D</b>			
	<b>Our World, One World</b>	<b>Travel and Transport</b>	<b>Castles and Coast</b>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	ME: Unit 1 Special People <b>Beat and tempo</b>	ME: Unit 3 Moving Patterns <b>Structure</b>	ME: Unit 5 Growth and Change <b>Loud and quiet</b>
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