

**Darwen St James'**  
C of E Primary Academy



**Music Policy**

**2022**

**Miss Lawson**

## **Mission**

Nurturing ambition through living faith.

## **Vision**

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

## **Bible**

'Let us not love with words or speech alone but with actions and truth.'

John 3:18

## **Introduction**

Music has a power of forming the character and should therefore be introduced into the education of the young. (Aristotle)

Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything... Without music, life would be an error. (Plato)

Music inspires creativity and imagination. It encourages listening skills, critical thinking and helps children to develop the ability to express personal thoughts and feelings. 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 judgments about the quality of music.

## **National Curriculum**

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 a sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.

## **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.

### **• Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **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 untuned 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 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.

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**

The teaching and learning of music at St James' Primary Academy is exciting and motivating. We encourage children to listen to and critique music from a wide variety of genres and periods in history, allowing all pupils to express their opinions in a safe and friendly environment.

Our school uses the Charanga Scheme of Work which has been created for use in the classroom to support teaching and aid pupils' learning. This is an interactive, technology based scheme which allows teachers to deliver quality music lessons whilst ensuring national curriculum objectives are met. The scheme provides the teacher with over 100 songs to use as well as tools to teach improvisation, composition and how to play musical instruments.

Music in nursery is explored through song and creating sounds with objects, instruments and body parts. Charanga provides songs and separate topics that are designed to be used freely by teaching staff. Teachers from Reception to Year 6 plan lessons based on the Charanga resources and have access to various tuned and untuned instruments to enhance the pupils' learning.

### **SEN and Additional Needs**

We recognise that some pupils may need additional support or guidance to access the Music Curriculum in order to make good progress. Teachers understand the importance of differentiating lessons and resources, and the resources available to teaching staff are extremely flexible and can be adapted for a wide variety of needs.

### **Additional Music Teaching**

We ensure music runs through many different aspects of school life, not just in the classroom. Singing is taught by way of singing assemblies held weekly. The choir meets once a week allowing all children from Year 1 to 6 to have the opportunity to

sing as a group and express their passions and feelings by using their voice in a positive way.

Pupils are given many opportunities to perform to peers, teachers and parents and families throughout the year which encourages them to work hard and take pride in their talents and achievements.

### **Assessment for Learning**

Children show their musical ability in many different ways. Teachers assess this ability informally during lessons and formally against objectives based on the national curriculum. Pupils are assessed at the end of the year in the following categories:

- Using voice expressively (performance)
- Vocabulary
- Playing tuned and untuned instruments
  - Listening and appraising
- Composing and improvising
- Notation
- History of music

### **Role of the Subject Leader**

There is one subject leader for music and their role is to ensure that all children are provided with a quality musical education by monitoring the use of the scheme of work and supporting teaching staff and teaching assistants where necessary. It is also the role of the subject leader to ensure pupils have access to peripatetic music lessons and extra-curricular clubs. They are expected to monitor and maintain resources throughout the school and inform staff of any courses or developments to the music curriculum. Above all, the subject leader should share a passion and enthusiasm for music with pupils throughout the school and be a firm advocate for the subject.

