

# Music at Holy Family Catholic Primary School

## Music Policy

### Mission Statement

Our school is part of the Holy Family parish, and we see it in family terms. We aim to develop our children's all round potential in a happy, secure and disciplined environment. To achieve this we are committed to a partnership of parents, staff, governors and the whole Christian community.

Our school is founded on faith in Jesus Christ and his teachings and we accept the guidance of the Catholic Church in establishing this foundation.

In all things, love.

### 1. Aims and objectives

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 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 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 judgements about the quality of music.

The aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- 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.

### Curriculum Intent- The Power of Music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring

communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

*Model Music Curriculum 2021*

At Holy Family school pupils are encouraged to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions in line with the statutory National Curriculum for Music.

## **2. Implementation**

A Music specialist teaches music on Mondays and Thursdays. Each class has a 45 minute lesson. The delivery of Music is supported and enhanced with schemes such as Charanga, BBC 10 Pieces, Purple Mash and support from Blackpool Music Hub. Wherever possible links between music and other areas of the curriculum are nurtured and developed.

The Model Music Curriculum encourages skills to be developed across four areas- singing, listening, composing and performing.

### Singing

From starting school in EYFS, Holy Family children are encouraged to enjoy singing. Good teaching is uses the following principles from the Model Music Curriculum

- Warm ups will help pupils use their voices safely. There are many places to find good examples of vocal warm ups, and they will typically include vocalising, sirening and simple scales, as well as games to energise pupils.
- Breathing. Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.
- Posture. A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well-focused sound. Pupils, especially younger pupils, will often want to move to the music and this helps to facilitate that.

- Dynamics. When appropriate, class singing should include a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting.
- Phrasing gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.
- Context. Music can often be brought to life by considering the context in which it was written, or by discussing the meaning of any words.
- Vocal health. Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed.

### Listening

Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Music is one of the central building blocks of any culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world.

### Composing

The creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. As pupils travel through the Key Stages, they will develop the craft of creating melodies and fashioning these into short pieces. Familiarity with music in a range of styles and genres is crucial for developing the aural understanding needed to compose music. It is also worth planning the year so that music listened to and performed is linked and that both of these activities inform pupils' composition. The development of a reliable musical memory is a valuable skill for performers and composers. As an integral part of composition work, pupils should practise recalling, e.g., melodic shapes, harmonic sequences, rhythmic patterns and sections of their compositions.

### Performing

Creating opportunities to celebrate, share and experience music of all kinds will consolidate the learning. The following principles of performance apply across both Key Stages:

- Develop stagecraft. Develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/recording space; engage with an audience; respect fellow performers and acknowledge applause.
- Consider the programme. The sequence of items should maximise impact and maintain audience engagement. Aim for a clear beginning, middle and end for any performance activity.
- Encourage peer feedback. Create an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary. • Seek out opportunities for collaboration.

### **3. Inclusion**

We recognise that there are children of widely different musical abilities in all classes, so we 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 by:

- setting common 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 in the room 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

### **4. Assessment and recording**

Miss Mallinson assesses children's work in music by making informal judgements during lessons. Samples of learning are recorded on SeeSaw and Tapestry for monitoring and assessment purposes. The children are assessed at three stages throughout the year. A report is sent out to parents at the end of the school year.

### **5. Resources**

We have a music room which stores most instruments and a range of Music books. The Music system is kept in the hall, where music can be played for lessons and assemblies. There are two electronic pianos- one in the KS2 hall and one in the music room. The on line scheme Charanga is also used to support learning.

## **6. Monitoring and review**

The work of the subject leader involves supporting colleagues in the teaching of music, keeping informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

**This Music Policy at Holy Family should be read alongside 'Music Skills, Progression and Vocabulary'.**

**November 2021**

**Date of next review of Music- September 2023**