

Saint Clare's Catholic Primary School

Music Policy



Member of staff responsible: Miss Barton
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The Intent of our Music Curriculum

Mission Statement

St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ

St Clare's Catholic Primary School believes in providing equal opportunities for all pupils through the provision of an inspiring education to enable all children to achieve their dreams. This policy should be read in conjunction with all other school policies, which are available on the school's website. The policy for Music clearly sets out how we see this subject being developed and taught throughout EYFS, Key Stage1 and 2 in relation to the National Curriculum.

Our school vision for Music

At St Clare's we believe music prepares children to participate in our rapidly changing world. Music within the curriculum should allow children to think creatively, perform and develop a love of music, as well as become problem solvers as individuals and as members of a team.

We believe 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. Additionally, it plays an important part in helping children to feel like they are part of a community. At Saint Clare's we aim to provide opportunities for all children to create, play, perform and enjoy music, develop musical skills, appreciate a wide variety of musical forms, and to begin to make judgments about the quality of music.

Our Aims and Objectives

By the time they leave our school we want all pupils 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 and composing music.
- Develop a love of music.

Implementation

At St Clare's Catholic Primary School, we aim to 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 our children. Singing lies at the heart of good music teaching. Teaching focuses on developing the children's ability to sing in tune with other people. Through singing songs, children learn about the structures 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 listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about music can represent feelings and emotions. We teach them 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 of music.

We do this by providing a high quality of teaching through:

- Setting task 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

What are the statutory requirements for music?

EYFS

Children should be taught to sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music. Children should sing songs, make music and dance, and experiment with ways of changing them. They should represent their own ideas, thoughts and feelings through music and dance.

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.

How is the subject organised?

At St Clare's we aim to create purposeful learning for all children. We use and adapt Charanga units, which are based on the national curriculum, to build on prior learning and where possible to link to other curriculum areas. In addition to using Charanga, we also use Lancashire Schemes of work and PurpleMash resources to enhance the children's learning experiences. In KS2 each class focuses on a key musical era for a half-term to support their understanding of chronology and musical influences. The children in Year 3 engage in a year-long keyboard workshop where they are given the opportunity to learn how to play the keyboard, read music and create compositions.

We carry out curriculum planning through yearly overviews and medium term planning. The subject leader devises these plans in conjunction with teaching colleagues in each year group, particularly in KS1 with the mixed classes. The Medium term plans, that have been adapted from Charanga, give detail of each unit of work for each half-term. The subject leader is responsible for keeping and reviewing these plans. As we have some mixed age classes, we

ensure that children have complete coverage of the national curriculum requirements, but do not repeat topics. Medium term planning is then broken down into daily planning by the class teacher.

Our Music planning is organised into three aspects of progress:

1. Increasing breath and range of musical experiences;
2. Increasing challenge and difficulty in musical activities;
3. Increasing confidence, sensitivity and creativity in the children's music making. Music may be taught each week or may be taught as a block.

What additional music teaching do we have?

- All children participate in a weekly hymn practice in the hall.
- Year 4 and 5 take part in the 'Sing together' community event alongside other schools.
- Children in Year 2 – Year 6 are given the opportunity to have keyboard or singing lessons in school with a private teacher.
- Children in Year 3 –Year 6 also have the opportunity to learn a brass instrument with a private teacher.
- All children have opportunities to perform music in school and at church events throughout the year, including end of year productions, nativities and Mass.

What further support will we provide?

It is important that staff are aware that Music has to be fully prepared and resourced in order to deliver effective learning experiences and the timing may need to be more flexible so that children can develop their thinking. It may be necessary to ensure that teaching assistants are available to support the children in practical activities. Health and safety issues should be considered at all times and if appropriate a risk assessment taken. Training opportunities will be accessed for all (or specific) members of staff as and when necessary.

At St Clare's, class teachers are responsible for giving feedback on children's work, which includes setting next steps to confirm and extend learning. The children will also be assessed annually in relation to meeting the key skills for their year group, stated in our key skills document and the national curriculum. Monitoring of subject coverage across the school will be completed by the Music Lead and Head Teacher through monitoring planning, leading Pupil Questionnaires, work scrutinies, lesson observations and termly curriculum auditing.

Impact

Our Music curriculum provides the children with a range of opportunities to play, perform and create music. They will develop a deeper understanding of musical elements and an appreciation for different musical genres throughout their time at St Clare's. Children at Saint Clare's will develop an understanding of musical vocabulary and begin to identify some musical elements within a piece of music. Our music curriculum ensures that the children experience a wide variety of music from different cultures, in different styles and by different composers. From this the children will develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world.

"Learning to play an instrument stimulates the brain, improving functions like memory and abstract reasoning skills, which are essential for maths and science."

Our Music curriculum allows the children at St Clare's to discover areas of strength, as well as areas they might like to improve upon. It allows children to develop their confidence, awareness of others, sense of achievement, and self-reflection skills. The children are able to enjoy music in as many ways as they choose – either as a listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They understand how to further develop skills less known to them, should they ever develop an interest in their lives.