**SS John & Monica Catholic Primary School**

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| Music Policy |



**Our Mission**

**‘At SS John and Monica’s we learn through the example of Jesus to love, respect, understand and value each other’**

**1. National Curriculum Rationale:**

The music curriculum is defined by the programmes of study in the National Curriculum (2014), the early learning goals of the Early Years Foundation Stage and the expected standards of children’s performance by the attainment targets. The content of the programmes of study is largely implemented by the scheme of work provided by ‘Kapow’. The teaching of music is currently based on these units of work (unless instrument lessons are given by a peripatetic teacher). The units are progressive and build on previous work and experiences. The teaching of music in the foundation stage allows children to explore sound and the building of patterns of sound. Children in the reception class have access to musical instruments. They also explore music through dance, movement, story, role play and singing.

*‘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.*

***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’.*

**2. The Aims of Music Education**

Music is a powerful and unique form of communication that can change the way children feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. Music promotes children’s spiritual, cultural and social development. The learning of music develops an awareness and appreciation of musical traditions, from the past and present, in a variety of cultures and societies. This helps children understand themselves and relate to others, forging important links between the home, school and wider world. The teaching of music develops children’s ability to listen and appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

**Aims**:

* To make music learning enjoyable and memorable.
* To give children a safe place to express themselves.
* To give children a chance to take ownership of their musical performances.
* To give children the chance to take part in high quality musical performances on a regular basis.
* To enable each pupil to explore and develop their musical experience and potential
* To develop an awareness of the artistic aspects of human experience and the value of stimulating and expressing these through music.
* To develop an appreciation of individual differences and an ability to co-operate within a musical framework.
* To develop aural discrimination and interpret sound in music.
* To develop an awareness of possible cultural differences and/ or similarities in musical presentation and reception.
* To explore the links between musical experience and other curriculum areas.
* To use ICT within the classroom to enhance all aspects of the Music curriculum.
* To ensure equality of access and learning opportunities for all pupils.

**3. Planning, Teaching and Learning**

Planning supported by the Music Scheme Kapow shows objectives, teaching strategies, differentiation, possible groupings, use of additional adults and evaluation. Links with other curriculum areas should be sought wherever possible as part of the Wider Curriculum.

In classes where instrumental teaching is taking place, the music teacher will plan lessons in liaison with the class teacher. Some instrument tuition is provided by Peripatetic teachers bought into school. During the academic year 2022-23, this will take the form of recorder tuition in Year 3/Year 4 and elective Y5.

The co-ordinator is responsible for managing resources, supporting teachers in the classroom if needed and keeping abreast of new initiatives.

**4. Kapow- Scheme Overview**

The Kapow Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. Music provision covers 4 strands of: Performing, Listening, Composing and The History of Music (KS2). The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

**5. Additional Musical support and Enrichment**

School works very hard to ensure that the children have additional musical enrichment. The school ensures this by the following:

* Weekly peripatetic violin and recorder teaching
* Additional musical instrument tuition through Birmingham Irish Association – Banjo, Irish Bazooka, mandolin
* Termly in-school musical performances (parents invited) by all children who play an instrument
* Weekly pianist playing for collective worship Mass and leading song practice
* Weekly practice for school choir (all children from Y3-Y6 have an opportunity to join the choir)
* The opportunity to take part in musical outreach performances –e.g. St Chad’s musical outreach programme, Birmingham Irish Association performances

**6. Assessment and Recording**

Assessment will form an integral part of the teaching and learning of music. This will be done by observing children working and performing, by listening to their responses and by examining work produced. It is expected that work involving performance or composition is regularly recorded live. Parents are given the opportunities to discuss their child’s progress during parent interview times. Each year a written report is given to parents. Where instrumental teaching takes place, there will be a performance at least once a year to which parents will be invited.

Assessment should be a natural part of planning and should be carried out both formally and informally (ensuring a balance is achieved,) by teachers and pupils alike.

It can take a variety of forms:

* Observation during musical experiences.
* Video and sound recordings of performances
* Pupils own evaluations of their own and the work of others.
* Pupils as members of co-operative working groups.
* Pupils handling musical instruments appropriately.
* Pupils’ results in response to a given task.
* Recording such information as is necessary to carry pupils forward in a progressive and continuous way.

**7. Resources**

Musical instruments (tuned and untuned) are stored In Reception and centrally in the between Y1/Y2, Y3/Y4 and Y5/Y6.

KS1 and Foundation have instruments available in classrooms.

1 piano on site as well as various keyboards in classrooms or store- rooms.

Kapow subscription is available to every class enabling every teacher (musician or not) to provide a rich Music curriculum for the children.

Resources are monitored annually. Stock and maintenance check are carried out on a regular basis by the music co-ordinator in order to provide high quality musical resources. Any instrument damage should be reported to the co-ordinator so replacements can be purchased.

Nov 2024

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