



1. Aims and objectives

1.1 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 have a better understanding of 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 begin to make judgements about the quality of music.

1.2 The objectives of teaching music in our school 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.

2 Teaching and learning style

2.1 At St. Ignatius 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. 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. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We also teach children to make music together, to understand musical notation, and to compose pieces.

2.2.1 We recognise that in all Year groups 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);
- 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;

3 Additional music teaching

3.1.1 Children in Y4 are taught the Ukulele by a music specialist.

We have a successful choir that practise and perform on different scales throughout the year.

We have a performing arts club that incorporates music, dance, drama and performance and this group perform annually to the school, parents and governors.

We have a Rock Steady group and this teaches keyboard, drums, guitar to the same 8 children per week. (This is at an additional cost to the parents)

4 Music curriculum planning

4.1 Our school uses the national scheme of work for music as the basis for its curriculum planning and this is taught through the Lancashire Music scheme: Charanga. The topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

4.2 Each unit of work comprises of the strands of musical learning which correspond with the national curriculum for music:

- 1 Listening and Appraising
2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition
3. Performing

5 The Foundation Stage

5.1 We teach music in reception classes as an integral part of the topic work covered during the year and as a separate discrete lesson. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the Early Learning Goals (ELGs) set out in 'Creative Development' which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

6 The contribution of music to teaching in other curriculum areas

6.1 English

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. Music working walls support the English curriculum by developing musical vocabulary throughout the school.

6.2 Mathematics

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.

6.3 Personal, social and health education (PSHE) and citizenship

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. We regularly visit local sheltered housing associations and perform for the residents. 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. At St Ignatius we are involved in Preston Sings events. In addition we also sing to local care homes within the community at Christmas and Easter time. We also host our own Celebration of Music event annually where we invite parents and school governors.

6.4 Spiritual, moral, social and cultural development

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 St. Ignatius 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.

7 Music and ICT

7.1.1 Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. Websites are used to support several music lessons. The staff use the Garage Band app and we use this when teaching the children how to compose music of their own.

8 Music and inclusion

8.1 At our school we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special

gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Teaching and Learning, Special Educational Needs and Disabilities and English as an Additional Language (EAL).

- 8.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and adaptations - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.
- 8.3** We enable pupils to have access to the full range of activities involved in learning music. When children participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9 Assessment for learning

- 9.1** Children demonstrate their ability in music in a variety of different ways. The teacher will assess children's work in music by making informal judgements as they observe them during lessons. Evidence for judgements are either uploaded to Charanga or stored on the teacher drive in a folder for that class. The class teacher then completes an assessment on the agreed Excel document and sends it to the Music subject leader. Children from Year 1-6 complete music passports that are sent to the next class. These passports encourage the children to reflect on their musical learning through the year. We assess the following strands of music: Listening and Appraising, Music Games, Singing, Playing Instruments, Improvisation, Composition, Performing and Sharing. Each element has clear guidelines from which the class teacher makes judgements. We chose an element to assess each half term so that by the end of the year we have a full picture of attainment for each child in the school.

10 Resources

10.1.1 There are sufficient resources for all music-teaching units in the school. We keep resources for music mostly in the staff room.

10.1.2 Un-tuned percussion is played by all of the children in the school. In addition:
Foundation stage start to learn how to play the glockenspiel.
Year 1 continue to play the glockenspiel
Year 2 learn how to play the ocarina
Year 3 start to play the recorder
Year 4 learn how to play the ukulele for the entire year
Year 5 continue to play the recorder, glockenspiel and ukulele
Year 6 are able to choose from a variety of instruments to accompany their music lessons.

11 Monitoring and review

11.1 The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for music in the school. Class teachers.

This policy will be reviewed at least every two years.

Signed: *Clare Haywood*

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