

**St Ignatius Primary School**

**Music Policy**

|  |  |
| --- | --- |
| Status | Non Statutory |
| Date of policy adoption | February 2023 |
| Date of policy review | February 2024 |

**Contents**

1. Subject Statement

2. Teaching and Learning

3. Assessment

4. Planning and Resources

5. EYFS

6. KS1 and KS2

7. Equal Opportunities

8. Resources

9. Role of subject leader

7. Parents

**1. Music Statement**

**Intent**

The National Curriculum for music aims to ensure that all pupils:

• Perform, listen to, review and evaluate music

• Be taught to sing, create and compose music

• Understand and explore how music is created, produced and communicated.

At St Ignatius the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at St Ignatius is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person’s life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

**Implementation**

At St Ignatius we use the ‘Charanga Music School’ scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. The ‘Charanga Musical School’ Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the new National Curriculum and is absolutely in line with published OFSTED guidance. The learning within this scheme is based on: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing.

In year 4, students learn how to play the clarinet or the trumpet, taught by specialist teachers from Haringey Music Service. In doing so, they are able to understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

**Impact**

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. The Music curriculum at St Ignatius also enables children to develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives. Concerts at school and the school’s involvement in local musical events, including music festival held by Haringey Music Service, ensure that children are confident performers. They also provide further means to showcase the impact of the school’s high quality music provision.

**2. Teaching and Learning**

Fundamental skills and knowledge are taught to children through a carefully planned programme throughout each student’s time at St Ignatius. All children gain a simple understanding of musical notation, playing an instrument, composition, listening and analysing music. Teaching is activity based. Each half term, or sometimes term, children work towards a goal. This will culminate in either a performance to the class or the playing of a piece with the class as a whole. In year 4 the half term goals are put together to culminate in a termly performance for parents, so that students understand the process of long-term practising, rehearsing and learning, which is fundamental to music education.

**3. Assessment**

Because children display ability in music in as many ways as there are ways to be involved in music, the assessment follows a variety of different methods. The teacher will informally assess throughout any creation or rehearsal process, giving oral feedback, and instant methods of ways to improve. Lessons are planned to build towards and enable achievement of end of key stage ‘end points’ as informed by the National Curriculum 2014. Key knowledge and skills for each year group are therefore specifically aligned to these. Pupils are also assessed individually when performing as part of a group, as ensemble playing is evidence of achievement. The evidence is in the critical listening of each student, and the audience. Students are encouraged to make judgements about how they may improve their work.

**4. Planning and Resources**

Planning and resources for classroom music are the responsibility of the music coordinator. Lessons are planned in accordance with ‘Charanga Music School’s’ Music Knowledge and Skills Progression Map. This outlines some of the opportunities that are utilised for cross-curricular learning, in consideration to the wider curriculum, as well as school’s own context, considering access to local resources and opportunities for performance. For weekly singing assemblies the content, musical accompaniment, and any teaching is the responsibility of the music coordinator.

**5. EYFS**

Music for EYFS students has a primary focus on singing and movement, developing the student’s listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Each student will lead the class in singing, and all will learn to be led by their peers. Songs are linked to class topics when appropriate. Students are accompanied by a backing track –the backing track allowing for more diverse tumbrel palette and more direct approach to guiding students with actions.

Music also plays an integral part in other areas the EYFS curriculum. The Squiggle Whilst You Wiggle early writing program relies heavily on music and listening skills to teach the development of muscle control they need for writing.

There is an annual Christmas nativity that the students rehearse for and perform in. This involves singing, actions and speaking. It is an integral part of the EYFS curriculum.

**6. KS1 and KS2**

The KS1 programme of study extends learning in EYFS, with further singing and movement. Rhythmic notation is introduced, as well as playing musical instruments. In year 2, students play a soundtrack to a story that is rehearsed and then performed. This musical landscape involves singing, movement, body percussion and playing instruments. They are introduced to a graphic score – develop and perform their own.

In KS2 all classes begin with a 5-minute active listening activity. Students learn to identify instruments, families of instruments, and musical genres. They analyse timbre, texture, rhythm, beat, pitch and harmony to a basic level. Topics in KS2 music classes cover body percussion, graphic scores, beat and pulse games, samba, music notations, composition, glockenspiels and ukulele. There are both performances to classmates, and parents. They use body percussion, undertake group work and solo work, engage in active listening, play percussion instruments and compose in small groups. They respond to and analyse and reflect on their own and others’ music, and their own compositions.

In year 4, students have the opportunity to learn the trumpet or clarinet, taught by specialist teachers from Haringey Music service. Students have the opportunity to continue their learning of these instruments into year 5.

**7. Equal Opportunities**

The music policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. There is a commitment to value, explore and perform music of all cultures. Music plays an important part in the celebration of religious and cultural festivals.

**8. Resources**

The school has a number of tuned and untuned instruments including; xylophones, glockenspiels, trumpets, chime bars, drums, tambourines, wood blocks, cymbals, triangles, beaters of various sizes, ukuleles, a piano, as well as computers/tablets. Teachers use range of resources to broaden the children’s experiences.

**9. Role of subject leader**

The Music Coordinator is responsible for:

• Providing leadership and vision

• Updating the music policy

• Carrying out the requirements of the school improvement plan linked to music.

• Monitoring the delivery of the published scheme of work and advising on action needed

• Identifying appropriate staff training

• Supporting colleagues in their planning and implementation of the scheme of work and in assessment the progress of their children against the age related expectations.

• Maintaining a file of evidence, recording a range of music activities throughout the school.

• Planning, providing and maintaining resources.

**10. Parents**

Parents are encouraged to be a part of their child’s musical education in a variety of different ways, depending on the activity or event. Preparation for a performance may require learning text or music. Very occasionally this preparation or practise will be given as set homework, and other times students will be given materials and encouraged to work towards a confident performance as decided is appropriate. In this case, students are given guidelines as to what an appropriate goal might look like, and how to go about achieving it. Parents and carers are invited and encouraged to attend any one of a number of concerts and performances throughout a child’s time at St Ignatius.

Policy to be reviewed in summer 2023