St. John's C. of E.

Blackpool's First Free School 1817

Music Policy

'In everything, do to others what you would have them do to you.'
Matthew 7:12

Be Kind Be Forgiving Be a Good Friend Be Honest Love One Another

Be part of our St John's family!

Last updated: September 2024 Next review due: September 2027

Introduction

Music should be at the heart of school life. It enables a broad and balanced curriculum, meeting the needs of the National Curriculum. It also plays a part in the ethos of school as expressed in our Mission Statement:

"Everyone Matters in God's World."

and reflects our ethos which, promotes, recognises, celebrates and welcomes diversity, honesty, respect and tolerance. This is rooted in our theological Christian vision:
'In everything, do to others what you would have them do to you.' Matthew 7:12

Our school policy sets out a framework within which teaching and support staff can operate and gives guidance on planning, teaching and assessment. It should be read in conjunction with the Scheme of Work, which sets out in detail what the children will be taught. This document is designed for all teaching staff, all staff with classroom responsibilities, school governors, inspection teams and LEA advisor/inspectors.

Aims and Objectives

It is every teacher's responsibility to ensure that every child has the opportunity to participate in music through performing as groups and individuals and, to establish suitable levels of confidence in every child, in order to lay foundations whereby music can become a part of later life.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of St John's and the local community.

All teachers need to provide an active music programme that

- ensures the highest possible artistic standards from both staff and children;
- encourages children to sing with enthusiasm and enjoyment from an early age, free from any inhibitions;
- helps children make sense of sounds in music by their own investigations, exploring, experimenting, inventing, practising and selecting their own sounds/instruments;
- develops performing skills, both vocal and instrumental;
- develops listening skills;
- allows group activities to be carried out in a harmonious manner, co-operating, tolerating, communicating, sharing ideas and developing self-confidence;
- develop a capacity to express ideas and feelings symbolically through sound;
- develop a basic understanding of musical notation;
- develop an awareness of musical traditions in a variety of different cultures;
- provides children with the knowledge, skills and understanding as laid out in the National Curriculum;
- Develop a life-long love of music which will equip children in later life to recognise that music offers not only entertainment and recreation, but pleasure and solace at different times.

In order to promote high quality learning, these objectives and aims will be met through the carefully planned, differentiated activities to ensure optimum skills progression, covering a wide range of music in each year group.

Music's place in the Whole School Policy

In order to achieve the aims outlined previously, most of the music education at St. John's is delivered though separately planned curriculum time with specific themes or a focus on a particular musical skill. There are also two extra ways in which music learning at St. John's can be enhanced.

Provision through other subjects:

Some subjects in the curriculum have opportunities to make links with the Framework through their programme of study, e.g.

- English – learning of songs or rhymes, identifying rhythms in poetry
- Maths – sequencing and awareness of patterns in sounds, rhythmic and melodic work requires numerical descriptions and graphical representation
- ICT – using I-Pads, chrome books, photography, and experience creating music on software
- Science – Creating Soundscapes to match theme or mood.
- Spiritual Development – aesthetic awareness and enjoyment of music
- PSHE – circle games, rounds, evaluating and appraising each other's work
- RE – listening to music from other cultures/belief systems and experiencing different forms of Christian worship
- History – listening to different musical traditions from the past and from different decades
- Geography – listening to music from around the world
- PE – listening to and identifying rhythms in dance lessons.

Extra-curricular activities

Some children will develop their musical creativity though

- Instrumental lessons
- Performing in school plays/musicals/nativities/assemblies in and out of school.
- Performing with the school choir
- Key stage 1 singing club

Scheme of work

All teachers use the Charanga Scheme of Work to ensure that children get the range of experiences and are taught the skills as listed in the national curriculum programme of study. Each year group covers 4 of the 6 charanga units throughout the year.

In Foundation Stage, musical and creative experiences are provided through Continuous Provision. Creativity is encouraged to enable children to meet the requirements as laid out in the Early Years and Foundation Stage: Learning and Development Requirements. Children also receive a weekly 'Tiddly Om Pom Poms' session, provided by Blackpool Council music service.

Within in each key stage opportunities are provided for Listening and Appraising, Singing, Composing and Performance.

- **Listening and appraising** 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. Teachers are encouraged to use pieces from a wide range of cultures and traditions that truly reflect the community in which they are teaching.

- **Singing** - Through good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing in harmony and with musical delivery by the end of Year 6.
- **Composing** - pupils will develop the craft of creating melodies and fashioning these into short pieces. 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.

Planning

Planning is used to set clear, achievable goals, it aims to ensure that work is well matched to pupils' abilities, experiences and interests, as well as ensuring progression throughout the school.
Staff use the Charanga scheme of work and alter the planning provided through the scheme to meet the needs of their class and provide high quality music teaching.

Implementation – Content and Approaches

Pupils receive a broad and balanced curriculum in which sufficient time is provided to teach music and to provide for progression in knowledge, skills and understanding.

Music is taught as a discrete subject however where possible links are made to other curriculum areas to enhance the children's experiences and knowledge.

Visiting performers enrich the pupils' experience of music E.G the African Music Festival in Year 5, which happens on an annual basis.

Pupils have the opportunity to take part in instrumental lessons provided by Blackpool Music Service. Year 3 learn to play the recorder. Guitar and drumming lessons are available through Wider Opps.

Each class teacher takes responsibility for facilitating children's progress. They consult with the Music Subject leader, the Head teacher, members of other professional bodies as the need arises so that all children have access to the curriculum and are helped to develop.

Throughout the school teachers direct and develop children's skills in performing, which involves individual, paired, group and whole class teaching in Music, the balance of which rests with the class teacher.

Teachers may support children's learning, for example in composing, by offering ideas, explaining, giving examples or allowing free exploration. As the children make progress, especially at KS2, they develop their ideas individually or in small groups.
Teachers use challenging questions in listening and appraising activities to generate discussion and debate.
Learning activities are sequenced to ensure continuity and progression. Learning may be through direct teaching to the whole class or working with small groups.

Time allocation
At least part of the music teaching should involve whole class activities (warm-ups/singing), with the opportunity for group work either during the session or afterwards. The class teacher should timetable whole class sessions into the week when appropriate. Sessions should be between 30 minutes and 60 minutes per week.

Resources
The instruments are available for everyone to use in the Arts Area. Each teacher has access to the Charanga scheme of work. The Music subject leader has a budget for buying resources, the amount varies from year to year depending upon the priority of Music within the School Development Plan.

Cross-curricular links
Links between Music and other curriculum areas are more fully outlined within the Scheme of Work and by teachers in their planning. The importance of cross-curricular teaching is clear; a broader experience of learning will undoubtedly lead to a greater level of development in all areas of the child's musical experiences.

Assessment
Formative Assessment might be of a whole class, a group, a pair or an individual. This can be achieved by;

- Developing performing skills and techniques
- Developing composing skills
- Developing techniques for recording or writing down symbols for sounds/music
- Developing listening abilities within various contexts
- Developing responses to and understanding of sounds/music/elements
- Developing language to appraise music within various contexts

Summative Assessment:- at the end of a unit of work, or of a child's development over a half term. This can be collected by a combination of;

- Final performance
- Completed composition
- Completed records/recordings of sounds/compositions
- Children's completed appraisals of own/others work, written or spoken
- Finalised/completed responses to music
- Level of skill relating to technique on instrument or voice
- Level of knowledge/understanding relating to theme.

Evidence of the above should be collected though written work or photographs and recordings

Special Educational Needs
For general provision for children with Special Educational Needs please see our Special Educational Needs Policy.

The statutory inclusion statement of the National Curriculum requires staff to modify teaching and learning to give all pupils relevant and appropriately challenging work at each key stage. We modify for less able children by

- consolidate, reinforcing and generalising previous learning as well as introducing new knowledge, skills and understanding

- ensuring differentiation
- ensuring a good level of support without taking away all independence.

We modify for more able pupils by

- providing more open-ended tasks, utilising and developing their musical skills
- using questioning to challenge
- produce more detailed recorded work that shows their musical talent

Equal Opportunities

Equal opportunities at St. John's School are carried out according to our agreed Equality Policy. All teaching and non-teaching staff are responsible for ensuring all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum whilst in our school.

Instrumental Tuition

All children are encouraged to learn to play an instrument. Our more able musicians have the opportunity for instrumental tuition. Tuition is provided Blackpool Music Service for children wishing to learn how to play guitar. Lessons provided by Blackpool Music Service are heavily subsidised and we ask for a contribution from each child for each lesson. Parents sign a home/school agreement in order to protect instruments loaned to children.

Other Musical Activities

Other musical activities include

- Sing and Praise for KS1 and KS2 on a weekly basis
- Harvest, Christmas and Easter services
- Christmas Productions
- Summer Productions
- Listening to music in classrooms on a regular basis
- Worship
- Visiting performers
- Local choral events
- Blackpool Music Service local events such as Schools Alive and Au Revoir.

Health and Safety

- Instruments are put away after every session
- Instruments are stored appropriately according to size, weight and shape
- Children are encouraged to take care when transporting instruments
- Children are taught not to step over instruments and to handle all instruments with care and respect
- Extra care is taken of electronic equipment and children's attention drawn to the potential dangers posed by electrical sockets, plugs and cables and the misuse of electronic instruments
- Appropriate steps are taken to ensure hygienic use of blowing instruments such as recorders.

Parental Involvement

Children always benefit from when parents are fully involved with their education. All parents are invited to any performances that the children may be part of.

School Training/INSET

Staff development needs in Music are identified through monitoring, curriculum reviews, evaluations and the system of performance management. These needs are highlighted as part of the subject leadersdevelopment plan, which subsequently becomes part of the School and Staff Development Plans. Individual members of staff, supported by the subject leader, evaluate the effectiveness of training.

The Role of the Co-ordinator

The Music subject leader is responsible for:

- Determining the aims of the school for the teaching of Music throughout the school and, in consultation with Senior Management Team, staff and governors, devise objectives and targets to allow the school to achieve these aims.
- Supporting staff in the implementation of the Music Curriculum.
- Ensuring all agreed methods of working in Music are put into practice and that staff regularly review these methods.
- Helping support planning for each year group in Music
- Monitoring Music in the school, ensuring that the teaching of Music has its appropriate place in the broad and balanced curriculum of our school. This will include the monitoring of resources, procedures, teaching and planning.
- Monitoring the assessment, recording and reporting of Music throughout the school and supporting staff in reporting to parents if necessary.
- Undertaking an annual review of the Music curriculum in school as part of the School Development Plan.
- Managing the budget allocation for Music and advising staff on resources around throughout the school.
- Keeping staff informed of developments within the Music Curriculum.
- Submitting reports to the governing body as required.

Monitoring and Evaluation

Monitoring and evaluation is carried out to enhance the teaching and learning of Music within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for Music within the school in order that pupils make the greatest possible progress. The class teacher will carry out formal or informal evaluations at the end of each lesson and an evaluation of the overall curriculum is carried out by the subject leader. As with all evaluation the Head teacher has overall responsibility for monitoring the work done.

An important element of the subject leader's role is that if monitoring the effectiveness of provision in Music pupils' progress and performance is evaluated taking account of factors, which may influence this, including teaching methods, resources, schemes of work and accommodation.

Monitoring takes place is a variety of ways:

- An analysis of teachers planning
- Assessment of recorded work and displays
- Classroom observation, if and when appropriate
- Discussion with individuals or groups of children
- Discussion with members of staff