

*"Love one another as Jesus loved us" (John 13 v 34-35)*



St. John's C.E. (VA) School, Cliviger

**'Learn, Pray, Care & Play'**

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

### **POLICY FOR MUSIC**

*'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'.*

*National Curriculum Music (2014)*

### **Purpose of the Music Policy**

The Music policy in this school reflects the value and importance of Music throughout all key stages. It provides a framework for staff, which gives guidance on practice and outlines procedures for planning, teaching and learning and for monitoring and evaluating the curriculum. The policy contributes towards raising educational standards within the school and ensures that children's needs are met within the context of whole school policies, curriculum planning, agreed teaching approaches and organisational structures.

This policy reflects the main aim of the school which is to provide a broad, balanced and stimulating curriculum supported by spiritual, social, moral, physical and creative elements in an ordered caring and happy environment.

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### **Scheme of Work**

As a school we follow the Music Express scheme for music. 'Music Express is a complete and holistic music scheme for primary classes. It offers a broad, deep, meaningful and practical experience for musically rich teaching and learning, in line with the statutory National Curriculum for KS1 and KS2. The scheme also mirrors and covers the intentions of the new, non-statutory Model Music Curriculum (MMC). The scheme is carefully planned around a framework of spiral learning, and ambitious yet appropriate progression ensures that potential is continually developed, enriched and reinforced.

The music curriculum is based on the following skills

- Singing
- Playing instruments
- Improvising/ exploring
- Composing
- Listening
- Appraising

When learning these skills they are enhanced and taught alongside the Music Express scheme. We adapt this scheme according to our curriculum and core aims at St John's Primary School.

Music Express guides both teachers and children through music of different styles, genres and times. As a scheme it gives children ample opportunity to explore music in different contexts, through different means, so that they can develop their own musical talents and preferences.

### **Breadth of Study**

#### **Aims**

In line with the national curriculum our aims for all our pupils are to:

- 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.

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### **Foundation Stage**

During the Foundation stage, young children are given opportunities within the Early Learning Goals for Creative Development. They are taught to recognise and explore how sounds can be changed, sing simple songs from memory, identify repeated sounds patterns and match movements to music.

### **Key Stage One**

Throughout Key Stage One pupils will 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 Two**

Whilst developing and building on the skills from Key Stage One pupils will 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.

### **Assessment, recording and reporting**

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school. Our methods of assessment include:

- - Teachers observations of pupils
  - Teacher/pupil discussions
  - Teacher questioning
  - Use of pupils own scores/recordings of their music making

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- Self evaluation
- Photographs
- Use of ICT
- Termly assessment against key objectives for a unit of work
- Music passports

At the end of Key Stage 2 it is expected that most of the children will achieve the expected standard, if not above this. However, all children will be encouraged to fulfil their whole potential in music and do this to the best of their ability.

Recording of musical activities is required for each topic, and event, which each class is involved in. Music may be recorded through videos, pictures, or written work. It is the class teachers responsibility to ensure that the subject of music is recorded frequently, at least 3 pieces of evidence for each topic.

### **Extra Curricular Music Activities**

- Choir
- Brass lessons
- Keyboard lessons
- Guitar lessons
- Woodwind lessons
- String lessons

We have a peripatetic music teacher who comes into school on a weekly basis to teach those children in key stage two who have selected to learn to play an instrument. They are bought into school through the Lancashire Music Service.

### **Cross Curricular and Singing**

Singing is not only a vital part of the music curriculum but at our school we know and understand how singing together encourages co-operation, a sense of pride and belonging and a general happiness. All classes in our school sing regularly as part of daily routines, part of lessons in class and for pleasure and enjoyment. Each Key stage has a weekly singing practice where new songs are learned as well as old favourites practised. We encourage visitors to our school to get involved with singing at whole school special assemblies such as Harvest, Christmas, Leavers and Christingle. Staff in our school have access to the 'Sing up' website and resources.

### **Time Allocation**

Music is threaded through each school day. Children are regularly exposed to music and have many opportunities to develop their musical talents. Music is allocated for 4/5 half terms. During these half terms children will be taken on a cross-curricular journey and music will enhance each topic.

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### **Class organisation and teaching style**

Activities in class may be grouped according to ability and children may work individually, in small groups and as a whole class. They may be teacher led or open ended and differentiated by task or outcome.

### **Resources and Accommodation**

Each teacher is able to access the Music Express scheme where planning and resources are provided. These resources can be built upon through the use of musical instruments, printed sheets and other musical apparatus.

All classes have access to musical instruments in their classrooms. The instruments should be easily accessible and used regularly within music lessons.

### **INSET Provision**

INSET is made available according to the needs identified in the School Improvement Plan, Teaching and non teaching staff are encouraged to request any training they feel is appropriate to their needs and it is provided if possible. Information and ideas from courses that staff have attended are passed on and discussed at Curriculum Development Meetings.

### **Equal Opportunities**

All teaching and non-teaching staff at St John's C.E. (A) School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest possible progress in all areas of the curriculum while at our school.

### **Special Education Needs**

We aim to respond to children's individual needs and talents so that their musical experiences are rewarding and enjoyable. We aim to identify those with special educational needs and talents and ensure that they are catered for. Able children will be given opportunities and encouragement to develop their own performance skills by taking part in music groups and performing for different audiences both formal and informal.

### **Evaluation**

Evaluation will take into account pupil's achievements, coverage of the programmes of study, new resources, classroom observations and external inspection advice.

Policy written October 2024