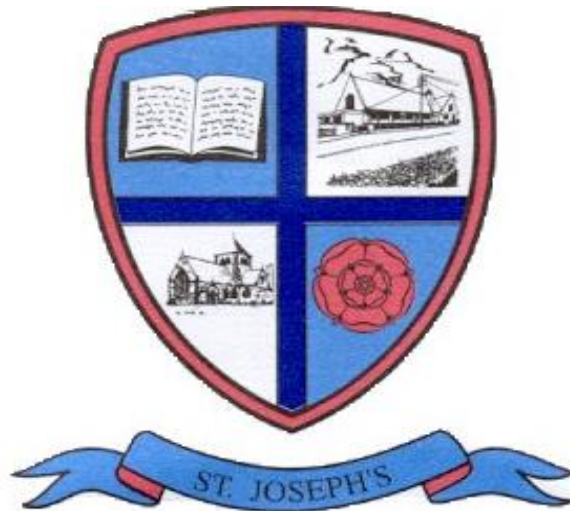


ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

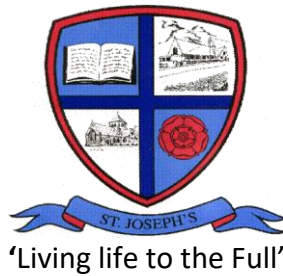


MUSIC POLICY

Reviewed: May 2022
To be reviewed: May 2024

St. Joseph's Catholic Primary School

Wrightington
MUSIC POLICY



Music

At St. Joseph's Catholic Primary School music is considered an essential part of a broad and balanced curriculum. It is a foundation subject in the National Curriculum and an art form that all children may participate with enjoyment. It can be integrated across the whole curriculum to add value to topics and themes. Musical experiences of varied kinds support and develop self-confidence and bring a sense of achievement.

Aims and Objectives:

We hope to enrich the children's learning and provide opportunities for participation in musical activities at their own level of understanding and ability through the development of the following:

- Self-esteem, self-confidence and self-discipline.
- Social skills, co-operation and sharing.
- Performance skills.
- Sensitive response to sound and a readiness to experiment with sound.
- Concentration, memory and listening skills.
- Musical vocabulary, appropriate to age.
- Composition skills.
- Physical co-ordination through breathing and posture.
- An understanding of musical traditions and appreciation of own and other's cultures.
- The use of computing to capture and enhance creativity in composing and performing.

Entitlement:

All children in the Foundation Stage will be provided opportunities to support their exploration, creativity and play through music as part of 'Expressive Arts and Design' for Development Matters in the Early Years Foundation Stage.

All children in Key stage One and Key Stage Two will be taught the skills and knowledge of music as outlined in the Nation Curriculum document for music.

Music teaching should ensure that listening, applying knowledge and understanding are developed through the interrelated skills of performing, composing and appraising.

- Controlling sounds through singing, playing - performing skills;
- Creating and developing musical ideas – composing skills;
- Responding and reviewing – appraising skills;

- Listening and applying knowledge and understanding;
- Pupils should be given opportunities to apply the use of computing to enhance the creativity in composing and in capturing a performance.

In particular, by making and responding to a wide range of music, children are able to understand:

- How sounds are made, changed and organised, using the elements and structures;
- Music is produced, through the use of instrumentation using symbols and notation;
- How music is influenced by time and place and is affected by venue, occasion and purpose.

Implementation:

- Activities outlined in the programme of study for each attainment target to be covered within the teaching of music;
- The musical elements will be progressively introduced, discussed and understood.
- Children will devise and recognise appropriate signs to aid composition;
- They will be given opportunities to sing, use instruments and to listen and appraise music, including their own music, that of peers and that of recognise composers;
- All children receive weekly music lessons (not in Autumn 2 or Summer 2 due to productions)
- Lessons are delivered by a class teacher, who have previously worked alongside a specialist music teacher from Lancashire music department;
- Where possible music is used cross-curricular to promote our creative curriculum;
- All children are encouraged to respond to music in a variety of ways, including written work, dance and art;
- Assemblies, plays and concerts provide an important opportunity to share and enjoy music as a school and to enhance worship.

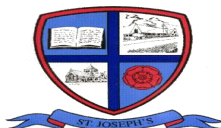
Music Opportunities:

All children irrespective of ability, race or gender are given the opportunity to experience a wide range of activities within the music curriculum and across the school:

- All children participate in music lessons using 'Charanga' from Lancashire Music Service;
- Children have opportunities to learn songs and hymns through the teaching of Religious Education, assemblies and Collective Worship;
- Foundation Stage and Key Stage One children perform in the Christmas production;
- Key Stage Two children perform in the Christmas Carol Service and end of year production;
- Year 5 take part in a carol concert at Liverpool Cathedral;
- Year 2 also sing at Liverpool Cathedral for the Epiphany service;
- A weekly choir is available for children in Year Two upwards;
- Children in the choir have opportunities to perform at school coffee mornings, to carol sing at Don Orione care home and at the Young Voices concert at the Manchester arena;
- Y5/Y6 attend the annual concert for schools, delivered by Parbold Music Festival;
- All children participate in our 'Singing Extravaganza' – a singing concert for parents;
- All children have the opportunity to play an instrument (provided through the Lancashire Music service);

Assessment:

- Teachers are expected to informally assess children's abilities during music lessons.
- The formal assessment of music will take place termly – teachers will complete the assessment grid from the 'Support Material for Assessment in Primary Music', as suggested by the Lancashire Music Service.
- These grids will be filled in and passed up to the next class with the children. This will keep an up to date running record of the children's attainment in music.
- The music subject lead will use this information to monitor which children are 'ahead', 'on-track' and 'below' which will be recorded on a 'whole school data' grid (appendix 11 from the Assessment Policy' – attached below)



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, WRIGHTINGTON
????? WHOLE SCHOOL DATA ???

Year Group	Ahead	On track	Below
RECEPTION ??? pupils			
Being Imaginative/ Exploring and Using Materials	EXCEEDING	EXPECTED	EMERGING
AUTUMN ???			
SPRING ???			
SUMMER ???			
Year 1 – ??? pupils			
AUTUMN ???			
SPRING ???			
SUMMER ???			
Year 2 – ??? pupils			
AUTUMN ???			
SPRING ???			
SUMMER ???			
Year 3 – ??? pupils			
AUTUMN ???			
SPRING ???			
SUMMER ???			
Year 4 – ??? pupils			
AUTUMN ???			
SPRING ???			
SUMMER ???			
Year 5 – ??? pupils			
AUTUMN ???			
SPRING ???			
SUMMER ???			
Year 6 – ??? pupils			
AUTUMN ???			
SPRING ???			
SUMMER ???			