



Music curriculum policy

Mission Statement:

With Christ, we live, love, learn and grow.

Curriculum Intent

At St Mary's we recognise Music as a universal language that is accessible to all. The music curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

We strive to offer a music education that will engage and enthuse children, and as a result will develop our pupils' love of music along with developing their talent and skills as musicians. By doing this, we will increase the children's self-confidence, creativity and sense of achievement.

Implementation

At St. Mary's we use an online scheme of work, 'Charanga', which offers a topic-based approach to support children's learning in music. A steady progression plan is built into Charanga ensuring consistent musical development throughout the school, from EYFS to Year 6, as well as fulfilling the aims for musical learning stated in the National Curriculum.

Charanga provides a week by week classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, learning to handle and play un-tuned and tuned instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen, appraise, compose and perform.

Early Years Foundation Stage

The teaching of music in EYFS comes under the area of 'Expressive arts & design' in 'Development Matters'. Pupils are given regular opportunities to sing, and explore & play instruments to express their feelings and ideas. This might be via a well-planned continuous provision area or through a whole class Charanga lesson.

In Reception a Charanga unit would be organised into the following areas:

1. Listen and Respond
2. Explore and Create - initially using voices only but building to using classroom instruments too
3. Singing - nursery rhymes and action songs - building to singing and playing
4. Share and Perform

K.S. 1 & 2

Teachers will make use of knowledge organisers to share key knowledge and vocabulary with the children for each new music unit, enabling them to understand the exact knowledge/vocabulary that needs to be learnt by the end of the half term. Each unit will start with a whole class 'Initial Retrieval Practice map' to ensure the pupils are able to retrieve previous learning from other units of work with the same musical concepts (see school Music Curriculum overview).

The 2014 National Curriculum for Music aims to ensure that all pupils:

- 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.

Musical opportunities in school include; weekly class music lessons taught during alternating half terms, music appreciation opportunities at the start of assemblies, half termly hymn practices for special occasions such as Harvest, Christmas, Easter, Obligatory Feast Days, and Y6 leaver's mass.

In Key stage 2, all children are actively encouraged and given the opportunity to learn to play a musical instrument via the Lancashire Music Service PDP scheme with visiting peripatetic staff delivering lessons on a weekly basis. We currently offer woodwind, strings, keyboard, drum and guitar lessons.

Extra-curricular music activities include a school choir for KS2 who participate in the 'Let's Go Sing' concert at King George's Hall, Blackburn, CSSP's Big Sing at Chorley Town Hall, visiting musicians providing live musical performances and school performances that display children's musical talents.

Impact

Assessment, Record Keeping and Reporting:

As music is such a practical subject, pupils will demonstrate their ability in music in a variety of different ways. Evidence of the learning is dependent on the lesson outcome, year group and the knowledge and skills being developed. The use of retrieval practice strategies built into the learning will help teachers identify how much knowledge has been learnt throughout a unit.

Teachers will assess by making informal judgements as they observe pupils practically during lessons and give oral or written feedback (as appropriate) to inform future progress.

Older pupils are also encouraged to make judgements about how they can improve their own work and their peers', using '2 stars and a wish'.

Teachers will feedback their assessments to the music subject leader, against criteria from the National Curriculum programmes of study and end of year expectations, so that they are aware of children's ability in music across the school.

Subject leaders will conduct learning walks, book scrutiny and pupil voice interviews to measure the impact of our teaching, based on the knowledge and skills that children can recall.

A portfolio of class performances and other practical music activities are uploaded digitally onto the school server as evidence for the subject lead and via Tapestry (EYFS) and Class Dojo to share with parents and celebrate pupil achievements. Parents are also kept up to date with pupil progress in music in the end of year pupil reports.

Review:

The subject leader will review the policy annually. Policy updated May 2024

Review date: May 2025

Mrs N. Cahalin