

ST. MATTHEW'S C.E. PRIMARY ACADEMY



Reviewed: Feb 2024
By: Rachel Walton)

Date of next review: Feb 2027

Music Policy

Mission Statement:

St. Matthew's C.E. Primary Academy is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

Vision Statement:

*Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our Academy family.
We can all '**Be blessed by God, be happy and aspire to be...**'*

Introduction

"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

In this school, music education will be taught in accordance with the National Curriculum for music and follows the purpose of study set out.

Purpose of study

The 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.

Subject content

Key stage 1:

Pupils should 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 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should 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.

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

Children should experience a breadth of study that involves types of activities that enable the above skills to be covered and should be exposed to a range of music, including live and recorded, from different times and cultures.

Teaching and learning

From entry into school in EYFS, all children experience a Music curriculum. Within the EYFS setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

An outside agency, Junior Jam, the music curriculum for our children. A music lesson should start with a recap of what the children have been taught so far; this is then followed by an introduction to the new learning, which will be modelled. The children will then have the opportunity to practically experiment with the new learning.

Links to other subjects

Although music will be taught discretely, there may be opportunities to link it specifically to certain subject-based topics. These topics include:

- English – speaking and listening, drama, patterns, graphic notation
- Physical education – dance, movement
- Computing – software to enable exploration of sound, recording equipment - Science – sound

Progression and monitoring

Music will be regularly monitored by the Subject Leader through pupil interviews, staff discussions and a review of musical evidence (e.g. photos and videos).

Equal Opportunities

This policy secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to the subject of music and the areas of performing, composing and appraising and the skills necessary to partake in them.

Special Educational Needs Provision

Our Music Curriculum is inclusive. We ensure that adjustments are made to the learning environment that allows all pupils to access the learning taking place in the first instance. For example: providing support SEND pupils and challenging the children who show talent.

Assessment

In Music, Junior Jam staff assess the children's understanding at the end of each topic (half term) and send a report through to the school via the Junior Jam website. This is a summative report; however, during the lessons, Junior Jam will use formative assessments to quickly assess the children's learning.

Parental Links

Parents are invited to support the children during school performances and productions.

CPD

The Subject Leader will update the staff on any subject developments and deliver school based INSET if appropriate.

Resources

Junior Jam provides all the resources for the music lessons in all year groups.

Funding

Funding is allocated as appropriate from the annual school budget and up-to-date records are kept.

Role of the Subject Leader

In consultation with the head teacher, the Subject Leader is responsible for:

- The implementation and management of the policy and subject
- Co-ordinating ordering and maintaining resources throughout the curriculum

Recognising cross-curricular opportunities for music

- Supporting staff with training and implementation of the subject in the classroom
- Leading staff meetings and Inset
- Contributing to teacher planning

St Matthew's Church of England Primary Academy – MusicPolicy

- Monitoring music across the school
- Leading cross-curricular opportunities

Review

Last reviewed: February 2024

This policy will be revised every 3 years or sooner if necessary.