



## **St. Nicholas C of E Primary School**

### **Music Policy**

#### **Our vision**

We prepare every pupil for their best future by ensuring they reach their full potential and attain the knowledge, skills and understanding required for success as we believe that 'With God, all things are possible'. Matthew 19:26



Date reviewed:	October 2023
Reviewed by:	J. Guillot
Approved by Headteacher:	October 2023
Date of next review:	Autumn 2026

## 1 Statement of Intent

- 1.1 St. Nicholas C of E Primary School understands that music can inspire and motivate children, and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music.
- 1.2 St. Nicholas C of E Primary School delivers a broad and balanced music curriculum, in line with national requirements, which enables pupils 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 use their voices.
  - Create and compose music on their own and alongside their peers.
  - Have the opportunities to learn a musical instrument, use technology properly and 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.

## 2 Implementation

- 2.1 At St. Nicholas C of E Primary School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs and hymns, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music.
- 2.2 We recognise that there are children of widely different musical abilities in all classes so we provide suitable learning opportunities for all by trying to match the challenge of the task to the ability of the child.

## 3 Additional music teaching

- 3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Authority's Music Service (BMS). Brass and guitar instrumental teaching is offered to children from Year 4 onwards. Year 4 follow the BMS wider opportunities scheme where all 60 children receive cornet lessons in large groups for the year. As the year progresses, the children are given the chance

to switch to different brass instruments with a view to them continuing their lessons in Y5 and Y6 where they will then begin to pay for smaller group lessons and ultimately join the school brass band. Parents who want their children to participate in the scheme must pay the additional music lesson fees on a half-termly basis. This is in addition to the normal music teaching of the school.

- 3.2** From Y2 onwards children are offered the opportunity to learn to play the recorder.
- 3.3 Children can also improve their singing skills by joining the KS1 or KS2 choir extra-curriculum activity after school.
- 3.4 Children in Years 5-6 are given the opportunity to perform on the Grand Theatre stage as part of Schools Alive to develop singing and performing skills.
- 3.5 Children have the opportunity to take part in our Pop Idol competition which will enable them to work on their performing skills.
- 3.6 Children perform at the BMS Choir of the Year competition at Blackpool tower each year.
- 3.7 Children who continue their brass lessons have the opportunity to perform in the brass band at school events and competitions.

#### **4 Music curriculum planning**

- 4.1 Our school uses Charanga to deliver the Model Music Curriculum from the National Curriculum.
- 4.2 We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage.
- 4.3 Our music planning is geared to three aspects of progress:
  - increasing breadth and range of musical experiences;
  - increasing challenge and difficulty in musical activities;
  - increasing confidence, sensitivity and creativity in the children's music making.

#### **5. Impact**

- 5.1 Teachers assess children's work in music by making informal judgements as they observe them during lessons. At the start of a unit, they video a performance of the children singing the song for that unit. At the end of the unit, a second video of the same song is recorded which shows the progression that has taken place over time.

## **6 The contribution of music to teaching in other curriculum areas:**

### **6.1 English**

Music contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

### **6.2 Mathematics**

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

### **6.3 Computing**

Computing is used in music where appropriate. Children use computer programmes to compose music. They also use iPads in music to enhance their research skills through the internet and apps. They listen to music on the internet and they also record their own compositions to send to other schools electronically. Children improve the presentation of their work through the use of computers.

### **6.4 Personal, social and health education (PSHE) and citizenship**

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

### **6.5 Spiritual, moral, social and cultural development**

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St. Nicholas C of E Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

## **7 Teaching music to children with special needs**

**7.1** We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of

children with learning difficulties, and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs).

## **8 Resources**

- 8.1** There are sufficient resources for all music teaching units in the school. Each year group has access to planning resources and instruments, etc. are available for use throughout the school. Most are stored centrally in the resources room. Recorder music books are retained by the teacher giving the extra-curricular lessons.

## **9 Monitoring and review**

- 9.1** The music subject leader is Mr J Guillot. He is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the Headteacher an annual summary report in which he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The music subject leader has specially allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.