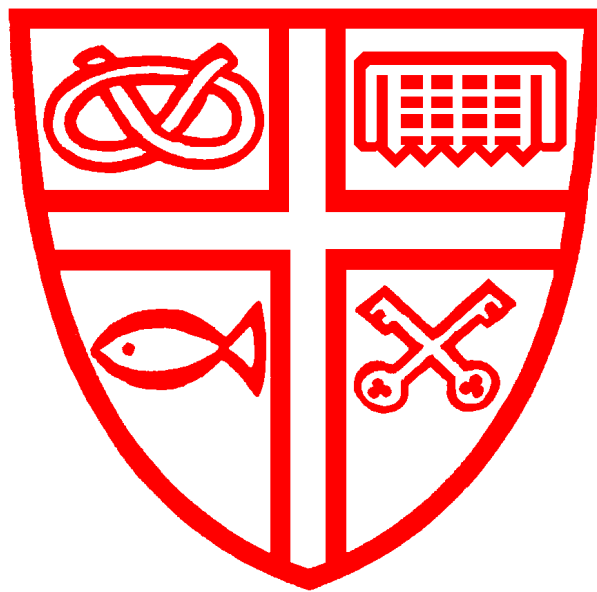


St Peter's CE(VA) Primary School

Love Christ
Love Learning
Love One Another



Music
April 2020-2023

Vision Statement St Peter's (VA) CE Primary

"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society.

This policy goes hand in hand with teaching and learning policy.

Music Vision:

At St. Peter's school, we encourage creativity and expression through delivering exciting and stimulating music lessons. Music is embedded throughout the school by the delivery of assemblies, which expose pupils to a range of classical music and songs. At St. Peter's, we want pupils to grow in their appreciation of music and our cultural capital assemblies encourage pupils to be analytical thinkers about a range of musical styles and periods. Pupils are also provided with the opportunity to learn a musical instrument through peripatetic teachers coming into school and the delivery of exiting music lessons by a music specialist, which include recorder lessons.

At St. Peter's, we want pupils to be given the opportunity to compose, perform and appraise a range of musical styles from different periods of history and cultures. Pupils follow the Music Express programme, which fully incorporates the national curriculum for music. Pupils have one music lesson each week alongside opportunities to perform in school productions, sing in assemblies and be part of the school choir. Musical skills and knowledge is progressive throughout the school and follows a music progression map.

Teaching of music is made exciting by the use of hooks, school 'Big Sing' for the infants, the opportunity to see live performances and providing pupils with the opportunity to explore a range of musical instruments. To make learning more stimulating, pupils often work together to compose and perform in front of each other and music lessons are well differentiated to suit all abilities.

Music work is valued through performances for parents and the whole school. Termly school cluster music concerts have been organised and these provide pupils with the opportunity to perform a range of musical pieces with other schools in front of an audience.

Musical knowledge plays an important part of music units and knowledge is assessed through questioning in and outside of lessons.

By the end of year 6, pupils will have had a broad experience of music and be able to discuss a range of musical styles from a variety of cultures analytically. Pupils will have had the opportunity to play a range of musical instruments, participate in group compositions and perform for a range of audiences.

Pupils will have progressed in their ability to play musical instruments with increasing skill and accuracy.

Intent

- Development of resources and approaches to challenge, engage and motivate pupils in music.
- Improving verbal explanations and critical thinking in music lessons.
- Improving pupils' understanding of music.
- Raising attainment over all key stages.
- To build upon the best primary practice of learning where possible through a progression of skills through following the Music Express programme.
- To develop knowledge and understanding of important musicians.
- To explore a range of instruments and techniques of playing them that build on prior learning.
- To experience a range of skills in performance, composition and singing.

Related Policies / Documents

- Teaching and Learning Policy
- AFL Policy
- Marking Policy
- More able and Talented policy

Implementation:

Our teaching of music ensures that the National Curriculum music objectives are taught through weekly music lessons following the Music Express programme.

Assessment for Learning is used throughout the teaching of music, informing planning and directing pupil progression creatively. (Appendix 3)

The F1 and F2 planning is closely linked to the Foundation Stage Early Learning Goals and is mainly cross-curricular.

KS1 music work is planned to link with other curriculum topics and through Music Express. **KS2 music** also links in with topics and follows the Music Express programme.

At St Peter's we recognise that developed, thorough, focused music planning leads to effective teaching and learning of the music curriculum.

- Staff have a clear understanding of the music curriculum, long term planning through the use of Music Express, and how the music curriculum is built at St Peter's. They make pertinent links to previous music skills as well as devising activities to practise new skills and learning.
- Staff fully understand the expectations of the music curriculum coverage and standards of the year group they teach.
- Subject knowledge of music is strong and common misconceptions are understood and planning takes this into account.
- Planned music work meets all the needs of the class from challenge for the able children, those who need scaffolds to develop.
- Ensuring that the children will be pushed to meet their own potential.
- Planned music lessons where pupils are encouraged to discuss the work of musicians with use of music vocabulary.
- Planning music lessons that allow pupils to apply skills and techniques through compositions inspired by studying a range of music from other cultures, traditions and styles.
- Planned music work will always be purposeful ensuring learning is progressing.
- Careful planning and organisation will ensure that staff are always prepared to give a high quality music lessons.
- Teachers effectively deploy a wide variety and range of suitable materials and appropriate resources.
- Teachers set clear learning objectives which are appropriate for the particular age and stage, and these are well understood by the learners themselves.

At St Peter's we recognise that each staff member brings different styles and skills to music. However, to ensure that there is a consistent approach across year groups music is primarily taught by one member of staff to cover PPA time. However, all teachers need to follow the following ethos as the foundation for their practise when delivering music lessons.

- Staff follow expectations for teaching and learning of music set out by the subject leader and school policies.
- Teachers use musical vocabulary during music lessons
- Teachers use the Music Express planning of objectives to plan and develop suitable lessons.
- Effective use of time is essential with pupils getting off to a flying start at the beginning of each music lesson.
- Understand how children learn and incorporate into lessons the teaching style most appropriate for the year group.
- Staff must create a positive atmosphere for learning during music lessons, including following the behaviour policy, providing a stimulating learning

environment, promoting independence and responsibility, pushing the children out of their comfort zones and celebrating effort and success.

- Through planning music lessons, staff share high expectations at the beginning of the lesson and provide a clear picture of what work is expected, what the standard of work looks like and model what pupils should be doing.
- Encourage pupils to challenge themselves and aim high in music lessons and give their personal best.
- Staff share information in a clear manner that has been planned to reduce cognitive overload.
- Staff use a range of styles / pedagogies which fit children's needs - scaffolding, modelling, questioning etc.
- Staff provide guidance throughout the music lesson to push progress.
- Staff adapt lessons / suite of lessons to ensure that children are meeting the standards for their year group and to make lessons inclusive for all.
- Staff support children to reflect on learning each lesson against focused objectives.
- Staff ensure that previous learning is constantly reinforced and maintained during music lessons
- Children are involved in their own learning:-
- Children know what they are learning that session through learning objectives and why it is important / links with outcomes being explicit.
- Children have a clear understanding of what they are learning during music lessons and can verbalise this rather than just saying what they are doing.
- Children will work with one another to share positives and spot areas for development through peer discussion.
- Children are encouraged to drive the learning and ask questions so they are active participants in their own learning.

Related Policies / Documents

- Music Express Programme
- Curriculum planning file
- Teaching and learning policy
- Behaviour policy

Teaching Methods and Resources

We believe that the best way to learn music is through first - hand experience, through a range of contexts and in light of different musicians.

A range of teaching resources are used which include:

Computer-based packages and concept
Music Express

Espresso Programme
BBC Bitesize

Musicist PowerPoints

A music Resource Centre of musical instruments has been established and is organised by the music Coordinator.

All instruments are stored in an orderly way. It is the responsibility of the staff to return all instruments to where they are kept. The Co-ordinator maintains oversight and purchases new musical resources and instruments.

We aim to use a range of secondary sources: video and DVD, IT software, intranet and internet and continue to investigate new ways of recording through ICT.

Digital cameras and ipads are often used to take pictures and assist with music work.

Related Policies / Documents

- Teaching and Learning policy
- Learning environment / resources policy (appendix 2)
- Assessment for Learning Expectations (appendix 3)

Impact

- Staff constantly review music lessons and practise ensuring effective teaching and learning is happening or understanding what changes need to be made to future teaching.
- In music lessons and throughout music units, children are given timely oral feedback to ensure that misconceptions are addressed and to push learning on.
- Children know how well they have done through positive verbal feedback given in music lessons.
- Children will be encouraged to make their work better through feedback.
- Teaching points in the form of verbal feedback during music lessons move children forward in their learning and are acted on in music lessons.
- Music attainment is recorded annually on end of year reports.

Related Policies / Documents

- Assessment Policy
- Feedback and marking strategies (appendix 5)

Professional Responsibilities:

- Staff model positive attitudes to learning.
- Parental support is encouraged to help support children at home and give parents a clear idea of what is expected of the children this is done through termly parents evening, open door policy and yearly written reports.
- Staff hold accountability for pupil outcomes.
- Staff attend and provide continuing professional development, support and keep up to date with developments in education.

Monitoring of Music

The role of the music co-ordinator is:

- To co-ordinate the teaching of music throughout the school
- To be involved in the induction of new staff
- To keep up to date with training
- To monitor the use of the Music Express programme
- To ensure continuity and progression of the teaching and learning of music across the key stages and the school
- To make changes to the policy if necessary.
- To order and maintain resources
- To make staff aware of changes/thinking in music
- To support staff who are less confident with music
- To make staff aware of music courses on offer and encourage them to attend
- To provide where necessary, staff training and development
- To show by example good music practice.



Assessment for Learning Expectations Music

- To ensure all music skills are covered by the end of the year through following the Music Express programme.
- Clear learning objective and skill to be focused on in music lessons.
- Success criteria and key music vocab shared in music lessons.
- High expectations of work ethic in music lessons.
- GD pupils should be using more complex music skills and music vocabulary.
- Music lessons well differentiated, i.e opportunity for GD pupils to be more independent in their creativity.
- Use Bloom terminology, explain, prove, justify, the use of 'why?' to help pupils think more deeply about their music and the music of musicians.
- Music lessons challenge pupils' thinking about their choices and implementation of music skills.
- Verbal feedback in Music lessons brings more children forward in their learning and into deeper thinking creatively.
- Include peer assessment through discussion
- Ensure children are on task
- Griffin learning referred to in lessons
- Music vocabulary used in music lessons.