

Music Policy

September 2017



Saint Augustine Webster
Catholic Voluntary Academy



Mission Statement

The school will aim to:

- * develop an awareness of God's love and presence in individual lives and to elicit a response to that;
- * help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- * make prayer, worship and liturgy valued experiences;
- * develop real links with home and parish;
- * create caring relationships with all those children and adults who are involved in the school.

1 Aims and Objectives

1.1 Music is an important part of the curriculum for all children. Music is informed by *The Early Years Foundation Stage Profile 2012 and The National Curriculum 2014*. Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world they live in. It is a practical and creative area, which is of benefit to all children in the development of social skills, including the ability to listen attentively and express personal thought and feelings. Besides being creative and enjoyable, music can also be a highly academic and demanding subject. Music is used to enhance the spiritual experiences of the children within school. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music.

1.2 The aims of music teaching are to enable children to:

- develop musical skills in accordance with National Curriculum key skills requirements.
- develop the interrelated skills of performing, composing and appreciating music.
- develop the capacity to express ideas, thoughts and feelings through music.
- foster an appreciation of music within our own culture and that of other cultures and communities.
- actively use the children's music as a contribution to worship.

2 Entitlement

2.1 Children in the Foundation stage will be provided opportunities to support their exploration, curiosity and play through music as part of *The Early Years Foundation Stage Profile*

2.2 Children in Key Stage 1 and Key Stage 2 will be taught the Key Skills for music in line with the National Curriculum Document for Music (2014):

3 Implementation

3.1 The key skills outlined in *The National Curriculum* covered within class music lessons.

3.2 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 their peers, and that of recognised composers.

3.3 In September 2014 'Music Express' was introduced throughout the school. This serves as a base to aid and enhance teaching, but is not intended to be rigidly adhered to. Teachers should make professional judgements about when to adapt, miss out or add additional materials where this would benefit learning. 'Music Express' can be supplemented by the subject leaders and the teacher's own input to match and complement our Creative Curriculum. The scheme also provides the necessary details, activities, accompaniments

and recordings on CD to support our Music teaching. Music Skills and skills progression are monitored through the Chris Quigley Skills matrix.

3.4 All children receive regular music lessons. A cross curricular approach is adopted in promotion of the Creative Curriculum. All children are encouraged to respond to music in a variety of ways including written work, dance and art.

3.5 Children are taught in their normal class groups for music, although children may have music lessons with their whole year group when, for example, preparing for a performance.

3.6 All children in Year 1 receive whole class vocal and percussion tuition. One Year 5 (alternating each year) receives whole class tuition on the violin. These lessons are provided by the North Lincolnshire Music Hub.

3.7 Assemblies provide an important opportunity to share and enjoy music as a school and to enhance worship. Music plays an important part in school masses and collective worship. The class assemblies provide an opportunity for children to perform to the school community and celebrate the skills and talents they are developing.

4 Equal Opportunities

4.1 We recognise there are children of widely different musical abilities in all Classes. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Pupils experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more musically able child.

4.2 Children who demonstrate gifts and talent in music have their achievements celebrated in assemblies, they are encouraged to join the choir or offered the chance to learn an instrument in schools as the tuition becomes available. Children who learn an instrument at home or at school are given the opportunity to use their instrument during class composition and performance activities.

5 The contribution of music to teaching in other curriculum areas

5.1 English

Music contributes significantly 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 develop research skills when finding out about the history of music and musicians. Music can also be used to stimulate discussion or creative writing.

5.2 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.

5.3 Information and communication technology (ICT)

ICT links are currently being further developed in music. Children use computer programmes to compose music and the internet to listen to music and for musical research. A bank of websites to support learning in music is available to access on the school network.

5.4 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.

5.5 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 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.

6 School Celebrations

6.1 The whole school meets regularly to learn hymns and songs for assembly, collective worship and masses and special occasions linked to RE.

6.2 Listening & Appraising - Once a week the whole school meets for 'whole school assemblies' The session is an opportunity for introducing a new piece of music and for quiet reflection.

6.3 Performance - Each year group is part of a musical performance during the year; Foundation, Year 1 and Year 2 at Christmas, Year 3 and 4 at Easter and Year 5 and Year 6 at the end of the Summer Term.

6.4 The whole school gathers in musical celebration for holy days and feast days throughout the year.

7 Additional Music Teaching/ Performance

7.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers organised by the North Lincolnshire Music Hub. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, currently the cello, violin, flute and clarinet. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

7.2 Junior choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, they perform at events such as World Peace Day, with other schools at the Primary Music Celebrations as well as in school.

7.3 Infant choir for children in year 2 in run by pupils in year 6.

7.4 Ensemble groups are arranged when appropriate to enhance Termly school performances and times of class and whole school worship.

8 Resources

8.1 Children are taught how to handle equipment safely including CD players keyboards which use mains supply electricity. They are encouraged to care for all music resources.

8.2 There are instrumental and recording resources for teaching all units of music in school. Resources are kept in classrooms with additional music books, CDs and larger instruments stored in Mrs Cooper's classroom.

9 Assessment

9.1 Assessment

Assessment forms an integral part of the teaching and learning of Music. This is to be done by observing children working and performing, by listening to their responses and by examining work produced. Samples of work for each year group are to be saved to the school network.

9.2 Progress is reported to parents annually in a written report.

9.3 Peripatetic music teachers also produce an annual written report from their pupils.

9.4 In the Foundation stage, evidence of progress is made through annotated observations which are used as evidence for the Foundation Stage Profile at the end of the F2.

This policy is to be reviewed in line with National Curriculum developments or every 3 years.

L Cooper
September 2017