

St. Mary's Catholic Primary School



Policy for Music

2022/2023

1 - Introduction

This policy is a statement of the aims, principles and strategies for the teaching and learning of Music. It reflects our values and philosophy in relating to teaching and learning.

This policy was written by the Music subject leader in consultation with staff. It sets out a framework which both teaching and support staff can follow, and gives guidance on planning, delivery and assessment. This policy is intended for all teaching and support staff, governors, parents/carers and inspectors.

2 - Intent

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave St Mary's Catholic Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

3 - Aims

- To engage, inspire and foster creativity in our children.
- To provide children with strands of musical learning that corresponds with the national curriculum for music:
- Think critically about music helping them to listen and appraise to music in a thoughtful but curious manner.
- To develop each child's confidence and enjoyment in Music.

4 - Role of the Subject Leader

- Advise and support staff in planning, teaching and learning of music.
- Support staff with music, instruments and skills.
- Monitor planning as part of on-going subject monitoring and evaluation of practice.

- Audit music resources, ensuring they are readily available and well maintained with support from the schools support staff.
- Keep up-to-date on the use of music within the curriculum.
- Promote music throughout the school.

5 - Delivering the Curriculum

Planning

Music in the Early Years

We teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. Nursery and Reception classes also have access to the Charanga Music Scheme.

KS1 and KS2 Curriculum

Our school uses the Charanga scheme as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning.

The learning within this scheme is based on:

- Listening and Appraising,
- Musical Activities (including Creating and Exploring)
- Singing and Performing.

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical

learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On-going, regular assessment is an integral part of our practice. At the end of each topic, children complete a respond sheet explaining the skills they have developed throughout the lessons taught as a way of summative assessment. Individual class teachers will keep samples of children's work in music for their own

evidence.

Resources

Music resources are stored centrally. They are borrowed when needed and returned as soon as possible after use.

6 - SEN / Equal Opportunities

Each child is given equal opportunity to develop the relevant skills, regardless of ability, race, gender and cultural background. The range of planned activities should be broad enough to allow all children of all abilities, including gifted and talented, to participate as fully as possible.