



## St. Edmund's Catholic Primary School

*'Together we learn and grow through worship and celebration'*

# Music Policy

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| Committee responsible for policy                                   | Curriculum and Achievement                                     |
| Statutory/Non-statutory  | Non STATUTORY  |
| Frequency of Review  | Free to determine – every 3 years or earlier if required       |
| Date of last review<br>Approved by <b>Staff/ SLT/Committee/FGB</b> | September 2015   |
| Date of next review  | <b>September 2018</b>  |
| Purpose of policy  | To outline the requirements of the curriculum subject          |
| Consultation   | Staff  |
| Links to other policies  | All other subject policies<br>Marking, Planning and Assessment |

### Subject Aims

Music is a universal language that embodies one of the highest forms of creativity. At St Edmund's we aim to enable children to enjoy music and develop confidence and an understanding of music through performing, composing, listening and appraising. We aim to 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.

### Aims

The national curriculum for music aims are 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.

At St Edmund's we aim to:

- promote positive attitudes towards and enthusiasm for music work in school.
- provide a curriculum which progressively develops musical skills, concepts and knowledge.
- extend and develop pupils' awareness and understanding of different styles and traditions of music from a variety of cultures, times and places.
- develop skills, attitudes and attributes that can support learning in other subjects areas.

### **Planning and Organisation**

We follow the 2014 National Curriculum programmes of study for music. Planning takes the structure of long term, medium term (termly) and weekly plans. Each unit of work is designed to develop skills and understanding through involvement in the interrelated activities of performing, composing, appraising and listening.

### **Key stage 1 music is taught by Lizy Furnell.**

Pupils are 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 interrelated dimensions of music

### **Key stage 2 music is taught by Hannah Stringer**

Pupils are taught to sing and play musically with increasing confidence and control. They are encouraged to 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 – year 5 children are all taught how to play the treble recorder
- improvise and compose music for a range of purposes using the interrelated 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

Hymn Practice takes place every week as an act of collective worship which enables the extension of the children's song repertoire and provides them with an enriching experience of ensemble singing. The hymns are of a religious nature and therefore provide cross-curricular links with Religious Education and Collective Worship.

Extra-curricular opportunities are offered to enhance the music curriculum. At present lessons are currently available for violin, piano and guitar through Richmond Music Trust at an additional cost for parents. There is also a very active school choir and weekly guitar club for year 6 children. Every year, all children have a number of opportunities to perform musically such as: class assemblies, harvest festival, Reception and year 2 nativity plays, Easter service and year 6 end of year production. These all provide opportunities for solo and group singing and performance.

### **Assessment and Recording**

Children's progress is assessed on an ongoing basis and each child is assigned a National Curriculum age expectation grade at the end of the year.

### **Equal Opportunities**

Music is a subject that is accessible to all, providing opportunities for excellence at all levels of development and in all phases of education. We will ensure access for all in music lessons. Where necessary, adaptations such as access to the resources and activities will be made to meet pupils' needs. All children will have the opportunity to demonstrate positive achievement. The music syllabus reflects a wide cross section of traditions and cultures and will offer pupils the opportunity to experience them at first hand in a positive environment.

### **Spiritual, Moral, Social and Cultural Development**

In order to develop aesthetic awareness and an enjoyment of music, lessons are planned to ensure that pupils receive satisfying and exciting musical experiences.

Personal and social development is promoted through music activities. There is a special emphasis on sharing resources, in 'taking turns' and on listening to each other's views. Qualities such as respect, co-operation and supportive encouragement are promoted through creative and sharing experiences. Music is a means of both self-enrichment and as a way of joining with others to create a group experience.

### **Resources and Accommodation**

Music lessons take place in a dedicated music room which houses a variety of music resources. These resources include instruments, books, a dedicated music iPad and laptop and CDs etc. Tape recorders/CD players are kept in individual classrooms. There is a laptop/projector/hi-fi system in the hall. The Music Co-ordinators review the use of resources and their storage annually. The purchase of resources is planned each year by the Music Co-ordinators based on the music budget.

### **Monitoring and Evaluation**

Music planning is monitored jointly by both music teachers to ensure progression and curriculum coverage. Music compositions and performances may be taped each term for assessment purposes. Music is also monitored by the Governing Body through the work of the Curriculum and Achievement Committee.