

# **Ss Peter and Paul Catholic Primary School**



## **Music Policy**

**Together with the Spirit  
we will create an oasis  
where every child matters**

# Music Policy

**“Music gives a soul to the universe, wings to the mind, and life to everything.”  
Plato**

## Introduction

Music touches the very heart of our humanity and a sense of the wonder of music has touched human societies throughout history. Music education offers young people the chance to understand, perform and create in an aural dimension that often sits outside our capacity to describe in words. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them.

OFSTED Research review series: Music

## Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. 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. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. 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 judgments about the quality of music.

The aims of music teaching are to enable children to:

- Know and understand how sounds are made and then organised into musical structures;
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written;
- Develop the interrelated skills of performing, composing and appreciating music.

## Teaching and learning styles

At SS Peter and Paul Catholic 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, 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.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

setting common tasks which are open-ended and can have a variety of responses;  
setting tasks of increasing difficulty (not all children complete all tasks);  
grouping children by ability in the room and setting different tasks to each ability group;  
providing resources of different complexity depending on the ability of the child.  
giving pupils opportunities to take a lead in group work.  
providing opportunities for pupils to be creative and independent in learning.

Children receive 1 hour of music teaching per week, broken down into two shorter sessions where applicable.

### **Additional music teaching**

Children are offered the opportunity to study a musical instrument with peripatetic teachers. We have Peripatetic music teachers delivering clarinet and violin lessons. We also have a Key Stage 2 choir who meet for rehearsal weekly.

### **Music curriculum planning**

Our curriculum plan is based on the National Curriculum for Music as well as being guided by the Model Music Curriculum and the OFSTED research review into Music.

It has been written in conjunction with both Primary and Secondary colleagues in the Bishop Chadwick Catholic Educational Trust (BCCET).

Music is a skills based subject and must be engaged with and taught practically. We demonstrate this through the spiral of learning, adding to musical concepts throughout the curriculum but ensuring previous knowledge and skills continue to be developed.

### **National curriculum**

**Key stage 1** Pupils should be 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 inter-related dimensions of music.

**Key stage 2** Pupils should be taught to sing and play musically with increasing confidence and control. They should 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
- ♣ improvise and compose music for a range of purposes using the inter-related 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.

We follow a progression map which outlines the development of skills across the whole school. Each year group follows termly toolkits to guide their lesson planning and to ensure there is breadth and depth to the curriculum. The interrelated dimensions of music weave through all of the termly units to encourage the development of musical skills as the learning progresses incrementally through singing, listening, composing and performing.

## Foundation Stage

We teach music in Foundation Stage as an integral part of the work covered during the year. As the reception class is the final part of the 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) which underpin the curriculum planning for children aged three to five.

Music contributes to a child's creative development, language development and to their 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.

**3 and 4 year olds** will be learning to listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

**Reception children** will be learning to Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

**ELG: Being Imaginative and Expressive** Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

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

### 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 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 creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

### 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.

### Music and Computing

Computing enhances the teaching of music, where appropriate, in all key stages. The music curriculum is supported by the programme 'Charanga' and the creative apps within Charanga available such as the 'Rhythm Grid' and 'Music Explorer'. Children also use 'Garage Band' to support their learning in music. Professional performances of known and studied works are accessed online and are consistently used to support pupils' development in their musical learning.

### Personal, social and health education (PSHE) and British Values.

Music contributes significantly to the teaching of PSHE, SMSC and British Values. 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.

### 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 SS Peter and Paul RC 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.

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

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 Action Plans.

### **Assessment and recording**

We assess children's work in music by making informal judgements as we observe them during lessons; by assessing work and commenting as necessary. At the end of a unit of work teachers make a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment. We use these judgments as the basis for assessing the progress of each child and we pass on this information to the next teacher at the end of the school year. Videos and commentaries of their work are saved in book creator and uploaded to the shared drive to keep a record of progress.

### **Resources**

We keep resources for music in a central store in the hall. Instruments are contained in labelled boxes/cupboards where practical. 30 glockenspiels, 30 ukuleles, 30 recorders and a collection of other tuned and untuned percussion are stored in the hall cupboards behind the piano. Music stands are also stored here so they are easily accessible for peripatetic staff who use the library for their lessons.

### **The school choir and musical events**

School choir is an established feature of our music making, where a high standard of achievement is expected. The choir is selected from the children in Key Stage 2. Our choir performs in a variety of events over the year. Some regular commitments are 'Carols by Candlelight' at St Paul's, Jarrow, December

South Tyneside Schools Music Festival, March

We have also performed at the Sage, Gateshead, at British Citizenship Ceremonies at the Town Hall and with the choristers at Durham Cathedral.

Our Year 2 children perform at the South Tyneside Infant Music Festival each year in March.

Music plays an integral part in our daily worship as a Catholic school. In school masses, liturgies and other collective worship music we listen to and use music for reflection, as well as singing hymns and songs together.

### **Roles and Responsibilities**

The roles and responsibilities of the music subject leader are:

- to monitor and evaluate the teaching of music;
- to report to the Head Teacher and governors as requested;
- to create links with music organisations and musicians in the community;
- to organise whole-school events;

The Class Teacher will be responsible for the teaching of Music as set out in this policy.

### **Monitoring and review**

The music coordinator is responsible for supporting colleagues in the teaching of music, for being informed of current developments and for providing a strategic lead and direction for music in school. The music subject leader compiles an annual action plan that evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

They report to governors as requested and liaise with the curriculum lead.

Written by: Mrs J Parker

Date of next Review: October 2024