



St Leonard's Church of England Primary School

Music Policy

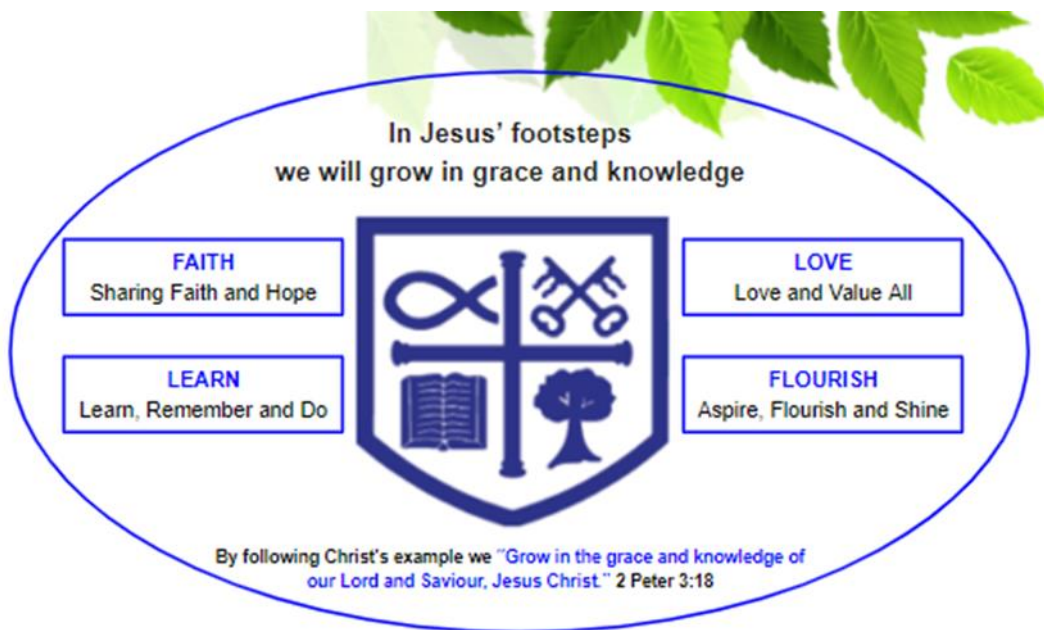
Date written:	September 2024
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Ratified by Governors	
Date of next review:	September 2025





St Leonard's Church of England Primary School **Science Policy**

This policy is intended to develop a commonly agreed and clearly understood approach to teaching Music. This will enhance the quality of teaching and learning throughout school and will ensure the participation of all our children. This teaching and learning policy is underpinned by our school's vision and values:



Intent

The importance of Music :

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 personal development. 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 judgements about the quality of music.

At St Leonard's CE Primary School, all of our teaching and learning builds on our vision and values; Faith, Love, Learn and Flourish.

Sharing Faith and Hope

Music and spirituality are intricately related, with spirituality often being the inspiration for the creation of music, and music so often creating the desired atmosphere for a spiritual occasion. The children have opportunities to express themselves creatively through music and enjoy singing in collective worship; learning and enjoying hymns which become spiritual touchstones.



Love and Value All

All children are given the opportunity to enjoy learning and playing instruments giving them a love of playing and creating their own sounds. Charanga enables the children to listen to a variety of composers and music genres which in turn develops an understanding and valuing of different composers, music from different cultures and different musical styles.

Learn, Remember and Do

The spiral curriculum which we follow allows children to learn musical notation, tempo and pitch. They then utilise and develop these skills when learning instruments and singing. They are given many opportunities to use their learning and skills in both instrumental and vocal performances.

Aspire, Flourish and Shine

The programme of performances throughout school is such that children can aspire to the skills and opportunities that are given to each year group. All children are able to shine during these performances when their families are invited to attend. The children especially enjoy using their singing talents during the Christmas Carol concerts in Church when they are joined by members of our parish and community as well as in Blackburn Cathedral during Advent.

Aims of the Music Curriculum.

Our music curriculum aims to provide all pupils with a high-quality music education which engages and inspires children to develop a life-long love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement. We offer opportunities for children to develop their talents in all aspects of music including composition, singing and appreciation.

The objectives of teaching music in our school are to enable children to:

- develop aesthetic sensitivity and creative ability in all pupils.
- foster pupils' sensitivity to, and their understanding and enjoyment of, music through an active involvement in listening, composing and performing.
- provide for the expression and development of individual skills and for sharing experience and cooperating with others; singing, playing, composing and listening can give individual and collective satisfaction.
- develop an awareness of musical traditions and developments in a variety of cultures and societies.
- develop the capacity to express ideas, thoughts and feelings through music.
- provide the opportunity to experience a feeling of fulfilment which derives from striving for the highest possible artistic and technical standard.

Implementation

At St Leonard's CE 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 and we regularly sing together in class or in shared assemblies and music activities. Through singing songs, children learn about the structure and organisation of music. Singing together is a rich, uplifting and enjoyable experience and helps to develop cohesion across our school community.





Our school uses the Charanga Music School Model Music Curriculum scheme of work as the basis for its music curriculum planning. This new Charanga scheme covers all the statutory requirements of the National Curriculum for music but also reflects the non-statutory Model Music Curriculum launched by the government in March 2021.

While

there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. Teachers follow the suggested scheme of work, although h adaptations can be made using the 'freestyle' element of the package to substitute units deemed to be more appropriate for thematic learning in other curriculum areas. An emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology.

Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:

- Listen and Appraise
- Musical Activities (including pulse and rhythm)
- Singing and Voice
- Playing instruments
- Improvisation / Composition
- Perform and Share

All classes will have a scheduled Music lesson each week. Children's learning (compositions or recordings of performances) will be stored on Google Drive for reference and assessment. We want to ensure that Music is embedded in our whole school curriculum and that opportunities for enhancing learning by using music are always taken.

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 to make music together, to understand musical notation, and to compose pieces. We use a range of percussion instruments in whole class teaching and also have a full class set of recorders and glockenspiels for use in class lessons.

Alongside the instruments used by Charanga (percussion and recorder) children will have the opportunity to learn to play a brass instrument in Year 5. We also host peripatetic music lessons in a number of instruments provided by teachers from Lancashire Music Service, these children are given the opportunity to showcase their talents at various points in the year.

As part of our development plan, we aim to engage with other music services in order to enrich our music curriculum and give our children to experience music in other settings.

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We also offer mixed aged school music clubs across all key stages.

The Early Years Foundation Stage

We teach music in the foundation classes as an integral part of the seasonal themes, core experiences, focus stories and rhymes covered during the year. We also use Charanga Music School in the Early Years Foundation Stage as the activities are designed to provide children with the developing musical skills they will need for music learning in subsequent year groups. We follow the Early Years Foundation Stage Framework and 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 personal and social development. Counting songs foster a child's mathematical ability, nursery rhymes develop children's language skills and songs from different cultures increase a child's knowledge and understanding of the world.

Music and inclusion

At our school we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children and nurture a love for learning. Through our music teaching we provide learning opportunities that enable all pupils to make good progress. We recognise that effective adaptation depends on understanding and meeting the needs of individual pupils – reasonable adjustments may be required and in these instances teachers will consider a range of factors including; classroom organisation, teaching materials and teaching style so that we can take some additional or different action to enable the child to learn more effectively.

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example in live music performance at another venue, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment for learning

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 and using the Charanga unit assessment documents for reference. They also use recording equipment to capture live music performances for the children to use as self-assessment. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how to improve their own and others' work.

Resources

Music resources are kept in a central store where there is a selection of boxes containing equipment for a variety of pitched and unpitched work.

Music lessons are normally undertaken within the classroom, however the hall is used for large group music activities and events led by external agencies when these occur.

Teachers are all supplied with a username and password to the Charanga scheme of work.

The school choir and musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Every year, depending on their year group, children are given the opportunity to participate in seasonal music events such as Christmas productions, Class assemblies and end of year shows. We aim to develop a strong school choir and take part in local music festivals and engage with other primary schools wherever possible.

Impact

The impact of the Music curriculum at St Leonard's CE Primary will mean that :

- Our children are engaged and excited by our music curriculum.
- The skills that they are taught equip them with a range of skills to enable them to appreciate music throughout their lives.





- Our children have become confident performers, composers and listeners, who are able to express themselves musically at school and beyond.
- Our children show an appreciation and respect for a range of music from a variety of genres across a variety of generations.
- Our children demonstrate and express their enthusiasm for music.
- Our children progress throughout the music curriculum which enables them to meet the expectations outlined at the end of each key stage for the national curriculum.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the subject leader. The work of the subject leader also involves supporting non-music specialist colleagues in their teaching and continual professional development (CPD), being informed about current developments in Music, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan and policy and shares information with Senior Leaders and Governors as appropriate.

The effectiveness of teaching will be monitored by: informal lesson observations, learning walks and pupil voice discussions.

