

SAINT MARY'S CATHOLIC PRIMARY ACADEMY

Mr J O'Connor – Head Teacher



CURRICULUM POLICY FOR MUSIC

Approved by: Joseph O'Connor

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CURRICULUM POLICY FOR MUSIC

Mission Statement

"We Value All in the Name of Jesus the Christ"

Introduction

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 judgements about the quality of music.

Intent

The Aims of providing a musical education is that it will be:

- **Relevant** to children's lives in and out of school
- **Inspiring** to children, leading them to explore different musical styles in their listening and to make music within and beyond the classroom
- **Accessible** to all

Implementation

At St. Mary's Catholic Primary Voluntary Academy 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 to and 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, pitch, tempo, dynamics, timbre and texture. We often teach these together. We also teach children to make music together, to improvise, to understand different ways to produce musical notation, and to compose pieces.

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 achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;

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- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity, depending on the ability of the child

Impact

By the time the children at St Mary's leave our school they should have developed the skills 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.

Planning and Organisation

Our school uses the National Curriculum 2014 for music as the basis for its curriculum planning and taught through the implementation of the Our Lady of Lourdes CMAT planning. 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.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music-making.

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.

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Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. 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.

Spiritual, Moral, Social and Cultural Development

Creating, performing or listening to 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 Saint Mary's Academy 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. As a Catholic school our children have a strong awareness of religious music such as hymns, plainchant and the use of reflective music to create a prayerful atmosphere. Our children are aware the music can trigger many emotions. A hymn practice is held for both key stages as required and the children lead the singing in assemblies and collective worship opportunities. In addition, singing as part of the congregation during Mass in church allows the children to make links between their own music-making in worship and that of the wider Catholic community.

Foundation Stage

We teach music in EYFS as an integral part of the work covered during the year. 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.

Long Term Planning

This is based on the National Curriculum for Music, which details what is to be taught over the Key Stages and provides the topic basis for planning Music activities for each year group. Opportunities for recap and recall through the school will be clearly identifiable.

Medium Term Planning

This takes the long term plan and organises the teaching of Music into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the specialist music teacher from OLOL CMAT, who responds to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term. The medium term planning includes the learning intents for each lesson and the key knowledge the children will be learning. The medium term planning will also give opportunities for recap and recall through the school.

Short Term Planning

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The short term planning is rooted into the medium term planning; this is to allow teachers to focus on preparation for the lessons. Teachers can use the medium term planning to identify the key knowledge they will be teaching, which will make the preparation of resources more efficient.

SEND and Equal Opportunities

At St Mary's, we adapt and differentiate learning opportunities for children with SEND in Music lessons. Teaching is adapted to suit the needs of these pupils in a variety of ways:

- setting suitable learning challenges
- responding to children's diverse learning needs

Interventions to enable inclusion may involve:

- grouping for teaching and learning purposes
- additional support
- adapted use of resources

In Music lessons, we ensure that EAL children are supported in a variety of ways e.g. emphasising key vocabulary and ensuring that the key vocabulary is explained in a way that can be understood, providing teacher or teaching assistant support, speaking clearly, using resources such as visual images, examples of work and making links to previous experiences.

Recording of Children's Work

Children are encouraged to record work in their music workbooks when appropriate and photos and videos are taken. Children may use a combination of written responses, mind-mapping, examples of skills practice and final pieces of music composition as a record of their work. Examples of children's work will be retained to provide evidence of ongoing Music teaching, assessment for learning and to celebrate the children's work. Examples of the children's work will also be displayed on the school website including photographic evidence of displays, presentations and productions.

Marking and Feedback

Marking and feedback is provided in line with the whole school marking and feedback policy. Feedback relates to their attainment against the learning objectives for Music.

Monitoring and Evaluation

Music is monitored throughout school by the Music coordinator.

Evidence is provided through:

- work scrutiny

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- data analysis
- review of planning
- learning walks
- pupil interviews

The Music Leader meets with the specialist music teacher to share expectations, consider curriculum challenges and resource issues when necessary. They feedback via an expected standards document linked to their preferred teaching method.

Feedback is shared and discussed with senior management, staff and governors regularly.

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 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 they can improve their own work. Attainment is recorded according to the school Assessment policy to record whether children are working at or below age-related standard.

Teachers should consider assessment as a holistic practice, which takes place during every Music lesson through conversation with pupils:

- Tell me about that you are learning and creating and what inspired you
- What might you do next?
- Tell me about the skills and techniques you are using
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get around them?
- Tell me about things you really liked or enjoyed
- What would you like to explore more of?
- What is the potential of what you have done? What could you do next?

Arrangements for Review

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the Music policy aims are being met and that the standards of Music are continuing to improve. This policy will be reviewed again by the Leadership team and Music coordinator by July 2024.