St Teresa of Lisieux

CATHOLIC PRIMARY SCHOOL

POLICY STATEMENT FOR MUSIC

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C.Grice
Approved:
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The purpose of this document is to state the aims, principles, strategies and organisation of the teaching of music through Reception, Key Stage 1 and Key Stage 2.
National Curriculum statement:

'Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. '

Aims and objectives

The objectives of teaching music in our school follow those set out in the national curriculum and will enable children to:

- 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.

Planning and teaching

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term. Our school uses the Charanga scheme of work as supported by Liverpool Resonate Hub. The Charanga Musical School Scheme provides teachers with week by week lesson support for each year group in the school. Teachers select 3-4 lessons per half term and adapt to ensure curriculum coverage.
Year 4 have a specialist teacher each week under the WCET (Whole Class Ensemble Teaching) programme. Currently Year 2 have a specialist teacher each week.

The Scheme supports all the requirements of the new National Curriculum.
And provides a practical, exploratory and child-led approach to musical learning.

Assessment

Assessment is undertaken in a range of ways;

- Questioning in order to understand children's musical understanding, ie open-ended questioning and using the outcomes to guide formative assessment.
- Sharing what has taken place during the lesson which is also a great skill when working towards performing to an audience.
- Videos and voice recordings are to be taken on first and last lesson to evaluate progression (monitored by subject leader)

Class teachers will make a formative assessment judgement on the children within their class. The specialist teacher will make a formative assessment of the year groups they teach and give it to the class teachers.

The Foundation Stage

Children in Reception have music taught as an integral part of the topic work covered during the year. 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 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.

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. In our Real Projects, music can be an effective vehicle to contribute to creativity within the curriculum.

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.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to 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

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 Our Lady Immaculate Catholic Primary School have the opportunity to encounter music from many cultures (as in African Week,) and through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Music and ICT

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. They also use ICT to enhance their research skills, whether through the Internet or on CD-ROMs. They listen to music and they record their own compositions. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use ICT to improve the presentation of their work. They can also use music to enhance their cross-curricular work e.g. creating soundtracks for their animations and podcasts.

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. Through our music teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

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. This may look like;

- Questioning in order to gauge children's musical understanding, ie open-ended questioning and using the outcomes to guide formative assessment.
- Share what has taken place during the lesson and work towards performing to an audience.
- Videos and voice recordings are to be taken on first and last lesson to evaluate progression. All to be shared on shared drive.

Resources

All staff are given the Charanga log in to be able to access all the interactive resources on line.

All instruments are stored in one place and are accessible to the specialist music teacher and all staff.

Monitoring and review

The subject leader will monitor the teaching of music by the specialist music teacher as well as supporting all teaching staff with updates and resources throughout the year. This policy will be reviewed every two years.