



St John with St Augustine C of E Primary School **Music Policy**

At St John with St Augustine Church of England Primary School we encourage and enjoy achieving together in a stimulating and safe environment. We celebrate each other's individuality and share God's love for the world.

"With God's help, together, we aspire, achieve and believe."

Intent

Our coherently planned and sequenced music curriculum aims to provide all pupils with an enjoyable, high-quality music education which engages and inspires children to develop a life-long love of music from different eras and cultures. We strive for a music curriculum that increases self-confidence, ambition, curiosity, creativity and imagination and provides opportunities for self-expression and a sense of personal achievement. We want all learners to participate in a wide range of activities to develop their cultural capital and talents in all aspects of music including rhythm work, instrumental skills, composition and singing.

When the children are ready, musical notation is taught and children are taught correct musical terminology e.g. rhythm, melody, pitch, dynamics. We aim for music at St John's to give opportunities for children to perform and share their musical skills. We are keen for our children to use music as a method for reflecting and expressing their emotions and to understand that music can be beneficial as a creative outlet, supporting them in their future learning and employment.

"Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything"

Plato

Purpose of Study

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

The National Curriculum for music aims to ensure 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.

EYFS

Music plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design.

Guidance within the Development Matters document released in 2021 states that children in reception will learn 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.

Our EYFS teachers use the Charanga programme to teach music lessons.

Through this programme, children will listen and respond to different styles of music, embedding foundations of the interrelated dimensions of music (including pulse, pitch and rhythm). They will listen to and learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments before sharing and performing the learning that has taken place.

KS1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and un-tuned 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.

KS2

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 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.

National Curriculum 2014

Cross Curricular Links

The teaching of music enhances other curriculum areas and teachers' look for opportunity to bridge the curriculum to music, broadening the pupil's experiences.

Differentiation

The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to their abilities. We achieve this by:

- Using the 'Charanga Musical School' scheme of work to set tasks of varied/increasing difficulty.
- Opportunities to extend the learning of pupils where appropriate will be built into lesson planning.
- Opportunities for wider development will be provided wherever possible e.g. giving pupils a chance to showcase their work and perform during talent shows and in school concerts; opportunity to take part in extra-curricular clubs.
- Using classroom assistants to support the work of individual children or groups of children.
- Opportunities will be provided for pupils with Special Educational Needs through differentiation in planning and ensure that learning activities are accessible.
- The needs of pupils with physical disabilities will be taken into consideration when planning work.

- Pupils will be supported where necessary by the class teacher or classroom assistant.

Assessment and recording

Feedback to pupils about their own progress in music aims to help children learn by being positive and constructive. Feedback is always given whilst a task is being carried out through discussion between child and teacher. Formative assessment is also used to guide the progress of individual pupils in music. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Small group discussions in the context of a practical task.
- Specific tasks for individual pupils.
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Peer and Self-assessment.

Records of progress in music are recorded through video and photographs (parental consent is given) these are stored on the school server for the music subject leader to access, showing evidence and progress of the children's learning.

Equal Opportunities.

The music policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. There is a commitment to value, explore and perform music of all cultures.

Resources

The school has a number of tuned and un-tuned percussion instruments including; glockenspiels, chime bars, drums, tambourines, wood blocks, cymbals, triangles, beaters of various sizes, recorders as well as laptops/tablets.

Responsibility

The subject leader for Music is Miss S Jackson, who is responsible for:

- Providing strategic leadership and vision
- Carrying out any requirements of the school improvement plan linked to music.
- Monitoring the delivery of Music and advising on action needed and identifying appropriate staff training
- Supporting colleagues in their planning, implementation and assessment of Music and the progress of children against the age related expectations.

- Being informed about current developments in the subject.
- Maintaining a file/book of evidence, recording a range of music activities throughout the school.
- Planning, providing and maintaining resources.

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.
Oct 21	Updated EYFS section to link to Development Matters guidance	

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