



At St Mary's we champion every child to be the **best that they can be**. Our knowledge-led curriculum therefore endeavours to develop our children's **character**, **core skills**, **creativity** and sense of **community**.

Supported by our school's vision, ethos and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures **improving outcomes, opportunities and experiences for all our children**. To achieve this, we are aspirational for our pupils, instilling high expectations, the passion, perseverance and stamina to succeed.

Music Policy

Ely St Mary's CofE Junior School

Written/reviewed by: Hazel Law

Date: March 2022

Next review due by: March 2027

1. Introduction & Aims

Music is the enjoyment, understanding, creation and appreciation of the control of sound over time. In their pursuit of music, children engage actively with and develop their understanding of music making in small and large groups through composing, performing, listening and appraising. They increase their awareness of other performers and develop their musical expression and creativity.

Objectives

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and 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, develop the skills to appreciate a wide variety of musical forms and to begin to make judgments about the quality of music.

At Ely St Mary's we deliver Music through the use of Charanga Musical School, which reflects the new National Curriculum stated Purpose of Study and Aims.

Each Unit of Work ensures that pupils can access all strands of musical learning:

- Listening and Appraising
- Musical Activities
 - Warm-up Games
 - Optional Flexible Games
 - Singing
 - Playing instruments

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Improvisation
Composition

- Performing

2. Procedures and practice

2.1 Teaching & Planning:

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The scheme supports all the requirements of the national curriculum.

In line with the curriculum for Music and guidance from Ofsted, this scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

2.2 Organisation:

Pupils will complete a minimum of 38 hours per year on this subject. Pupils will complete 6 units - one or two of which may be substituted for class instrumental lessons, which are also to be found within the Charanga scheme - per year. An exception to this, is the teaching of Steel Pans to year 6, which is planned by the Music Lead.

2.3 Resources:

Resources for curriculum teaching are to be found in the main music room. These consist of glockenspiels, percussion instruments, ocarinas, recorders and steel pans, and a piano. The school also hosts a number of additional peripatetic lessons and provides separate practice rooms for the purpose of individual or small group lessons.

2.4 Additional Music Teaching:

- Extra curricular

At the beginning of Y4, the singing of every child is assessed for accuracy of pitch and quality of sound. The children who show potential, are encouraged to make the most of extra opportunities such as joining the auditioned Choir and in years 5 and 6, the Chamber Choir. There is also a school Orchestra. There is no audition process for this, but children need to have a certain level of expertise on their instrument before joining. Instrumental teachers inform the Music Lead when children are ready to collaborate in such activities. Children who do not receive instrumental lessons are also welcome to contribute by playing percussion instruments.

- Additional Music Teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organized by the Local Education Authority's Music Service (Cambridgeshire Music), Musicale and private tutors. Instrumental teachers are responsible for individual or group lesson planning and are expected to give reports on the progress of pupils. These lessons are taught either on an individual basis or to small groups of children who have chosen to learn one of a variety of instruments, such as the piano, violin, cello, recorder, flute,

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clarinet, oboe, saxophone, guitar, percussion and brass instruments. This service is in addition to the normal music teaching of the school, and takes place, either, during normal lessons from which children are withdrawn for the duration of the instrumental lesson, or at lunch and break time.

- Collective Worship

As a C of E (Aided) school, music is used to establish an atmosphere of worship. St Mary's strongly supports the active involvement and participation of musicians in acts of worship, incorporating instrumentalists and singers in assemblies, church and cathedral services.

- Competitions

A number of children regularly compete in annual events such as the KS2 round of the Soham Young Musician of the Year competition. Over the years, we have had a number of finalists, who have gone on to win the competition within their key stage. The Chamber Choir has also entered a number of competitions, were finalists in a National Choir competition and winners of a local festival.

- Community events

To develop performing opportunities and links between the school and the local community, musicians from St Mary's frequently perform outside the school including Carol Singing in the town and for the elderly at Christmas time and also at St Mary's Church and The Cathedral. The school's orchestra and choir are often able to perform at the Ely Primary Schools Music Festival and the Soham Young Musician of the Year final.

2.5 Equal opportunities:

We teach music to all children, whatever their ability, in accordance with the school's vision, ethos and teaching and learning 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 Individual Education Plans (APDRs).

Children from low-income families are actively encouraged to receive individual or group tuition on their chosen instrument and are supported financially through the school bursary.

2.6 Assessment:

Within the Charanga scheme, every unit can be assessed (see below) Teachers can annotate the assessment sheets, noting who is at ARE, Secure or Greater Depth – see feedback policy.

In addition, staff are actively encouraged to identify pupils who are exceptionally able in music and to broaden their opportunities for development and to excel. Such students can be characterized by:

- Be confident in themselves and in familiar contexts – take risks with ideas and approaches, and be able to think 'outside the box' by showing a high degree of motivation and commitment to practice and performance;
- Be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions;
- Be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance;
- May have a high degree of control and coordination of their bodies;

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- Have a conceptual understanding, shown through the sophisticated selection and application of advanced skills, tactics and compositional ideas for their age;
- The ability to perform to an audience;
- The dexterity to play a musical instrument;
- Have a good understanding of theoretical knowledge;
- Be able to creatively compose when given a stimulus;
- Accuracy of pitch and quality of tone with voice or an instrument
- The ability to keep a beat and hold the rhythm; able to multi-task

Teacher Assessment – Livin' On A Prayer – Year 5, Unit 1

Black text: Most children will be working at this expected standard.
Aqua text: Others will be working at greater depth.

1 – Listen & Appraise: Livin' On A Prayer (Rock)

The children can:

- **Identify the piece's structure:** Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.
- **Identify the instruments/voices:** Lead vocal, electric guitar, bass guitar, drums, keyboard.
- **Find the pulse whilst listening.** Others will identify changes in tempo, dynamics and texture.

2 – Musical Activities using glocks and/or recorders

Most children can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.

Bronze Challenge: G.

Silver Challenge: G + A and reading notes.

Gold Challenge: G, A + B and reading notes.

Singing in unison.

Play instrumental parts accurately and in time as part of the performance.

The easy part G, A + B by ear and from notation.

The medium part D, E, F sharp + G by ear and from notation.

Improvise in the lessons and as part of the performance.

Bronze Challenge: G.

Silver Challenge: G + A.

Gold Challenge: G, A + B.

Compose a melody using simple rhythms and use as part of the performance.

Using the notes: G, A + B.

Using the notes: G, A, B, D + E (pentatonic scale).

3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?

Teacher's Notes



Theme: Rock anthems.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

What are the 'style indicators' of Rock music?

How do you know this is Rock music? Instruments used etc.? Refer to the Knowledge & Skills documents provided.

Vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.

Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. **Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.**

2.7 Monitoring and Evaluation:

Monitoring is undertaken by the Music Lead who oversees the planning, carries out lesson observations, and co-teaches where requested if support is needed and communicates with staff regularly. Evaluation is also undertaken through the employment of a staff questionnaire and pupil voice.

3. Contribution of Music to other subjects in the curriculum

Music contributes significantly to the wider curriculum. Children develop their language skills through singing songs, with attention to diction, meaning, rhyme and rhythm. It contributes to the teaching of mathematics in that, children who study the structure of music are observing pattern and processes.

Through the common goal of making music, they learn to work effectively with other people and build up good relationships and it is the basis for many social activities, therefore has an important role to play in the development of self-confidence. Listening, creating and performing music can be a moving and even spiritual experience and we encourage children to reflect on the important effect that music has on one's moods, senses and quality of life. As a C of E (Aided) school, music is used to establish an atmosphere of worship. St Mary's strongly supports the active involvement of musicians in acts of worship.

Music makes valuable contributions to P.E. through its use in dance and movement. Provision is also made in art to respond to music through a variety of media.

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4. Concluding notes

4.1 Consultation

This policy and the Music curriculum was written by Hazel Law.

4.2 Monitoring and review

This policy will be monitored and reviewed by the subject leader responsible for Music and in consultation with the link governor for music.

4.3 Links to other policies

- 1 Full Music Coverage Map and Progression of Skills can be found in the Ely St Mary's Curriculum Document on our website.
- 2 SEND Policy
- 3 Pupil Premium Strategy
- 4 Most Able Policy
- 5 Feedback Policy

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