



Music Policy

LEADER / CO-ORDINATORS	Miss L Cassidy
GROUPS INVOLVED IN DISCUSSION	Headteacher Senior Leadership Team All Staff Governing Body Children Parents
LINK TO SCHOOL IMPROVEMENT PLAN	Priority 2 – To ensure Leaders of all levels are effective in working systematically to develop further our Outstanding school Curriculum.

1. Introduction and Aims

This policy reflects the current philosophy and practice in relation to the teaching and learning of Music at St. Aidan's Catholic Primary School. The policy has been updated in response to the requirements of the New National Curriculum introduced in September 2014.

It provides a framework for all staff which includes guidance on planning, assessment, recording and reporting in Music. It offers guidance on teaching styles and opportunities for meeting the needs of all pupils, as well as giving advice on equality.

2. Mission Statement

As stated in our school's Mission Statement, our 3 aims are to-

- ~ Have a sense of responsibility and take an active part in serving our world;
- ~ Have a growing understanding of Gospel Values and gather together in prayer and Worship;
- ~ Have a passion for learning and an enjoyment for discovery.

“Hand in Hand,

In the image of Jesus,

We grow together and celebrate who we are.”

The staff of St. Aidan's Catholic Primary School will work to give each child the entitlement of a broad, balanced, differentiated curriculum (irrespective of ability) encouraging in every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

3. Intent

Hand in hand with Jesus we believe that through teaching Music and learning to play instruments children's creativity will be nurtured and developed. At St Aidan's we aim to promote enjoyment, participation and response to all aspects of music. We hope to build confidence through encouraging performances to different audiences and to promote an appreciation and understanding of music as a means of communication. We explore various feelings and moods evoked by music and consider the use of different instruments in order to create these.

4. Audience

This Music policy document is available to:

Teaching and Support Staff

Governors

Parents and other visitors to the staffroom

Supply Teachers

Inspectors

Copies of this policy are available through the school website and also through the school office on request.

5. The philosophy of Music

Music in our school, is essentially a creative, practical subject in which children engage with the musician's fundamental activities of **Listening, Appraising, Musical Games, Singing, Playing Instruments, Improvisation, Composition** and **Performing**. Although these are all separately defined areas, it is important that they are seen as inter-related and being recognised as such should not be taught in isolation as they are wholly dependent upon each other for a comprehensive musical experience.

Listening to a wide variety of music from other times and cultures and by well-known composers and performers is important. Children are encouraged to develop knowledge and understanding of the context of music and to apply their knowledge to their own work.

Appraising It is important that children are active listeners and react positively to sounds and music. We believe that it is important for children to respond to music through a range of media, including movement, dance and writing as well as through speaking.

Musical Games Imbed the Interrelated Dimensions of Music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations) through repetition.

Singing is at the heart of all musical learning.

Playing Instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children.

Improvising using voices and instruments letting the rhythm of the music guide their choices.

Composing involves the children exploring and experimenting with a wide range of sounds and creating, selecting, combining and organising sounds to produce pieces and sound pictures.

Performing involves pupils in presenting their own compositions as well as the music of others to an audience. Pupils develop skills and techniques in the ability to perform in an expressive way so as to communicate their own feelings and ideas.

6. The Aims and Objectives of Music

- to develop musical concepts and understanding of the interrelated dimensions of music
- to develop musical skills when performing and composing
- to provide opportunities for performance to a range of audiences, in different situations and for different purposes
- to develop and express feelings, emotions and idea in ways which cannot be verbalised
- to develop a sensitive response to sound and music
- to develop active listening skills
- to develop social skills (communicating, teamwork, valuing others' contributions etc.)
- to enrich other areas of the curriculum
- to develop an appreciation and enjoyment of music

The children will have the opportunity to:

- Discuss and appraise live and pre-recorded music



- Explore the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)
- Explore and experiment with a wide variety of sounds
- Play and perform using tuned and untuned instruments
- Work with 'expert' musicians and listen to a range of music through live performances
- Compose music for a wide variety of audiences and purposes
- Respond to music in a variety of ways
- Perform music to a variety of audiences
- Record their own music
- Discover and explore links between music and other subjects
- Sing songs and invent accompaniments

7. Implementation

The teachers who deliver the music curriculum do so by following the Charanga Musical School Scheme.

Across a term, pupils experience a full range of the following musical skills including performing, composing, singing, improvising, listening and appraising.

Musical experiences and learning in music will be inspired by a musical style/genre or specific artist. The skills and understanding of music will be carefully planned for to ensure that the progression and development of expertise in music is given high priority.

Music offers the opportunity to use a broad and flexible range of teaching styles. The children may listen to the teacher sharing specific facts or knowledge about a piece of music or idea, or the teacher may set a broad task and the pupils may immerse themselves in the creative process. During the course of a lesson the teacher may use both styles of teaching, switching between the two as and when appropriate.

Each music lesson will involve the children in developing specific musical skills, concepts, knowledge and understanding as identified through the planning. Children learn best when they know what the teacher's expectations of the lesson are and instructions and questions should always be clear and relevant.

Children learn in different ways and at different rates. We believe that children learn best when they feel secure within their learning environment and where a mutual respect and trust is created throughout the lesson. Music by its nature encourages emotional involvement of everyone and therefore a sensitive atmosphere is very important.

Where children work together in groups it is important to ensure that each child is given the best possible chance to achieve. Groups may be arranged according to a variety of criteria: - musical ability/experience, mixed ability, gender, friendship etc.

The children will usually be organised in a variety of learning situations as appropriate to the activity. During the course of a lesson there may well be individual learning, paired activities and group work as well as whole class organisation.

8. Impact Statement: Assessment Recording and Reporting

Assessment recording and reporting cannot stand alone and must be integrated into the planning process. It must also be a continuous part of the classroom process and practice.

Music assessment should be...

- flexible, adaptable, responsive and appropriate to the needs of the individual child,
- appropriate to the needs of the teacher
- relevant to the activity in hand.
- planned as part of the unit of work.

Assessment strategies for music should include...

- attention to the process as well as to the product
- formative processes which reinforce learning and teaching

- summative processes which relate to the expected outcomes at the end of each year group

Assessment strategies should offer...

- a wide range of tasks, so that children have the greatest possible opportunities to display their musical achievements
- Opportunities for assessment by the teacher are available throughout each music topic.

It is very important that children are involved in their own assessment and that they develop a capacity to appraise, reflect upon and talk about their own learning. In this way they take pride in recognising and celebrating their achievements and may also be involved in setting their own future targets, dependent on the age and ability of the child.

Assessments are made against Key Performance Indicators for Music, which outline the expected standard at the end of each year.

Recording

The outcomes of assessments are recorded in the assessment grid for each year group from Year One to Year Six. Foundation Stage teachers record each pupils' attainment against the Early Learning Goals at the end of Reception.

Class teachers are responsible for evidencing learning and assessment (via QR codes) in music in their Key Stage journal.

Summative judgements are made against the Year Group Key Performance Indicators for Music at the end of each term.

Reporting

The Early Learning Goals and Key Performance Indicators are used to summarise performance for the purposes of reporting to parents and carers. The annual written report is produced each year in June.

9. The role of the Subject Leader

- to support all staff with planning and delivering music curriculum
- to support all staff in developing a policy for music
- to update resources as necessary
- to ensure the upkeep and maintenance of instrumental resources
- to monitor, evaluate and review the music curriculum
- to identify areas for development and to formulate/evaluate action plans
- to keep staff informed of up to date information with regard to the New National Curriculum for Music
- to liaise with parents regarding instrumental tuition
- to liaise with outside agencies.

10. Accommodation and Storage

In the Foundation Stage, musical instruments are always on display and are readily accessible to the children. The Subject storage cupboard has easily accessible tuned percussion instruments. These instruments can be borrowed for use in classrooms. There is a digital piano located in the intervention room/library. Untuned instruments are outside of our Learning Mentor's office.

11. Cross Curricular Opportunities

It is essential that all children, wherever they live and whatever their ethnic or cultural roots should learn about the differing lifestyles, traditions and values of people from different backgrounds and cultures. Music provides an ideal starting point for opening discussions about other cultures.

At St. Aidan's we:

- listen to music in a variety of styles and from different periods and cultures
- listen to non-western music from an early age
- aim to provide good quality resources which show people of other cultures in positive ways,



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- use musical instruments from non-western cultures, as these provide useful starting points for discussion and the children use these freely when composing and performing.

12. Special Educational Needs and Deeper Understanding

Children express their thoughts and idea in many different ways. Some children are happy to use spoken word, others may choose to write or to draw pictures. Children who are less able academically may find that music provides a medium for expressing their thoughts and feelings in a way not achievable in any other subject. Pupils who are gifted in music need to have carefully planned opportunities to achieve their potential.

Children are individuals and as such have their own needs which need to be taken into consideration. We aim to provide every child with opportunities to achieve high standards in music, developing confidence and self-esteem which will have far reaching effects into other areas of their lives.

We cater for different levels of achievement in music by: -

- planning lessons which allow all children to take part at their own level of musical ability.
- considering the pace of the lesson giving some children more time, while extending the task for others,
- supplying appropriate resources to meet individual needs,
- considering carefully the groupings of children
- setting open ended tasks so that each child can progress as far as he/she is able,
- by setting a range of tasks each focusing on a different level
- having clear expectations of the different abilities of pupils
- extending provision beyond the classroom for those pupils who are working at a high level

Enrichment

Children from Years 3 - 6 are offered the opportunity to take instrumental lessons on a range of musical instruments according to interest. There is a small charge for lessons in accordance with the school charging policy. Lessons are delivered by staff who visit the school on a weekly basis who are employed through Wigan Instrumental Teaching Provision. Money for instrumental lessons is usually collected on a termly basis.

There is a close liaison between the visiting staff and the music subject leader to ensure progression, continuity and quality of provision.

Talented pupils are encouraged to perform at assemblies and to take part in the Wigan beginner and youth ensembles, which bring young musicians together to play and perform with others.

There is a school Singing Squad for children in KS2 who rehearse weekly for a variety of performances both in school, the local community and for regional events e.g. WOWS Music Festival and Young Voices Concert.

The children are always encouraged to take part in musical activities beyond the school environment. Concerts and assemblies are well attended by parents and friends.

13. Training and Development

Staff development within music is linked to both the School Development Plan and to personal development. A range of relevant courses is offered in Wigan and professional development has taken place for individual teachers in Music. CPD videos and training is also available through Charanga.

Advice regarding all aspects of music can be sought from the music subject leader and any requirements for training can be discussed and planned for.

14. The role of the Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are used optimally to support teaching and learning;

- Check teaching methods in the light of health and safety regulations;
- Seek to ensure that our staff development and our performance management both promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and the termly headteacher's report to governors.

15. The role of Parents

We believe that parents have a fundamental role to play in helping children to learn. Every effort is made to inform parents about what and how their children are learning by:

- Holding biannual parents' evenings to explain pupil progress.
- Sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- Sending parents annual reports in which we explain the progress made by each child, and indicate how the child can improve further;
- Providing regular updates on musical activities in school via the SeeSaw Communication App;

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- Promote a positive attitude towards school and learning in general;

16. EDUCATION RECOVERY

As a school we have consciously chosen to support pupils' education recovery caused by Covid-19 by providing a broad curriculum that gives opportunities to every child to learn within exciting curriculum experiences at the same time as being aware of missed learning and the pressures of curriculum coverage. Our children and staff will avoid the pressures of a catch-up curriculum, but instead will provide a curriculum that is purposeful for the children of St. Aidan's with objectives prioritised to give the richest of education experiences.

After reviewing the Music curriculum, it is clear that the majority of missed objectives would be covered by the end of the year. The curriculum will maintain establishing good progress, through effective planning, resources and assessment in line with our Intent Statement.

Should school experience further national, local or 'bubble' closures, we will follow our policy for home learning which includes Music linked to our curriculum and health and well-being initiatives.

17. MONITORING AND REVIEW

We are aware of the need to monitor the school's Music policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years, or earlier if necessary.

This policy was last up-dated on	June 2024
Discussed and agreed with Governors	
Formal Review of Policy	

Signed: _____
Headteacher, Mrs J. M. Farrimond

Chair of Committee



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