

Blessed Sacrament Catholic Primary School



Music Policy

“Aim high – live life to the full”

Written By	Music Subject Leads
Ratified by Governors	
Date for review	September 2019
Signed Chair of Governors	
Signed Headteacher	C Davey

Vision

This policy has been devised with reference to the Whole School Aims. Music education is a vital part of the child's development. The power of music to engage young people in education, to motivate and excite them and to develop musical and transferable skills should not be underestimated. It is not just for the talented child. All children can and should derive considerable enjoyment and a sense of fulfilment. Music is essentially a practical subject. Music education should provide first hand musical experiences.

Aims and Objectives

- To develop a sensitive response to sound in general and in particular, to organise patterns of sound, called music.
- To offer opportunities to pupils to experience the personal satisfaction and self-confidence derived from striving for the highest possible standard in a musical activity.
- To develop the knowledge and skills within the Creative Curriculum and provide experiences beyond those requirements, whilst engaging in stimulating musical activities.
- To develop an awareness of musical traditions in a variety of cultures and societies.
- To develop social skills and awareness through making music together and develop the self-confidence to perform in front of others, both in the school community and to a wider audience.
- To develop the capacity to express ideas and feelings through the medium of sound and to develop an attitude of critical reflection.
- To maximise efficiency in terms of time, money and resources in music by careful purchasing of equipment and suitable storage.

Music Principles

In Reception music is taught as part of the Early Years Foundation Stage (EYFS) of the National Curriculum within the Expressive Arts and Design area of learning. Lessons are planned to enable children to meet objectives appropriate to their age and stage of development as set out in the EYFS programme.

In Key Stages 1 and 2 children are taught in line with the National Curriculum Programmes of Study for music.

Purpose of study (as stated in National Curriculum 2014)

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.

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.

The requirements are detailed on the Programmes of Study for each key stage:

Key stage 1

- Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and untuned 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 inter-related dimensions of music.

Key stage 2

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 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.

How Music is structured through Blessed Sacrament Primary School.

In Blessed Sacrament Primary School we have an overview of the units to cover for each year group, this overview is taken from the Programmes of Study in the new National Curriculum. All these units must be covered over the year.

The aim is to make significant links, where appropriate, with the Creative Curriculum. If links can be made with the history and geography drivers for that term, music objectives would be taught alongside these drivers. If not, Music should be taught discreetly. All strands within the Programmes of Study must be covered by the end of the year.

Within the Creative Curriculum Music Curriculum pupils will be given opportunities to:-

- undertake a balanced programme of activities which builds upon previous work and takes account of previous achievement.
- work individually in groups and as a whole class.
- listen to music in a variety of genres and styles from different cultures and periods.
- perform from a repertoire that is progressively more demanding.
- have musical activities on a weekly basis or as the curriculum requires.

The Music Coordinator partners with and receives support and advice from the local Music Hub, Resonate, and, when appropriate, engages with Wider Opportunities for whole class teaching.

In Nursery/Reception music is taught as part of the Early Years Foundation Stage (EYFS) of the National Curriculum within the Expressive Arts and Design area of learning. In Key Stages 1 and 2 children are taught in line with the National Curriculum Programmes of Study for music. Through the Wider Opportunities organisation, we have the facility to use the Charanga website to support teachers in their planning and delivery of Music. Music studied in each year group is linked to the Creative Curriculum and units are chosen and adapted from within the scheme to ensure cross-curricular links with other subjects.

4) Equal Opportunities:

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. There are three main principles essential to a more inclusive curriculum.

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils Provision is made to ensure that all children have equal access to music provision, regardless of age, gender, physical and mental ability, ethnic and cultural origin, religious belief and sexual orientation.

5) Special Educational Needs:

No pupil is denied the opportunity to participate in music because of any mental or physical disability. Individual children's strengths can be developed so that their experiences are rewarding and can demonstrate achievement.

6) Gifted and Talented:

We recognise that some children have special ability in the area of music, which may or may not be linked to ability in other curriculum areas. Our music planning for each unit includes extension activities to provide challenge for these children, and we encourage them to use their gifts and develop their skills within the range of musical activities on offer and through external events and clubs. For example, such children may compose using tuned percussion instruments, whilst others use un-tuned instruments, take the role of arranging and conducting a group composition, perform as soloists within musical concerts or become members of specialist ensembles within the local community.

7) Cross Curricular Links:

Music lessons can benefit from knowledge and understanding drawn from other subject areas but music itself can extend learning in other subjects. The skills and processes involved in making music provide opportunities to enhance and further the same skills and processes involved in other subject areas, for example planning, composing, rehearsing, refining, redrafting, presenting and performing. These skills fundamental to music are all common to English, PE, DT and Art.

Language and Mathematical Development

Music actively promotes 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 may 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 addition, music contributes to the teaching of mathematics in that children who study the structure of music are observing and generalising patterns and processes.

Information and Communication Technology (ICT)

Children use computer programs to support and enhance the music curriculum, for example to compose music, to identify sounds made by different instruments and to add sound tracks – of their own composition or via internet downloads - to visual images. They enhance their research skills through the internet and CD ROMs. Children record their own compositions and performances to allow them to analyse and evaluate them and may present their completed work through the use of ICT e.g.

through use of the video camera or recording equipment. The computer suites, class computers and interactive whiteboards and the School network enable music to be readily accessed and shared.

Personal, Social, Health and Education (PSHE)

Music contributes significantly to the teaching of PSHE. Through the common goal of making music, children learn to work effectively with other people and build self-confidence and 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. Participation in successful public performances involving music promotes a positive sense of pride in the efforts and achievements of the group and proves memorable for both the pupils and their families and friends.

Spiritual, Moral, Social and Cultural

Listening to, creating or performing 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. Through the Creative Curriculum topics children have the opportunity to encounter music from many cultures and learn about the importance of music to different religious traditions. Through their growing knowledge and understanding of music, they develop more positive attitudes towards other cultures and societies.

8. Assessment in Music

Attainment targets of the National Curriculum 2014:

'By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.'

Assessment opportunities are incorporated into the Learning Creative Curriculum. Each year group has activities planned as assessment opportunities. In addition, teachers will include their own method of assessment within their short term music plans. Assessment may take place on a more informal basis in the classroom through teacher interaction with individuals, small groups and whole class lessons. Assessment evidence is saved onto the school's shared drive. The subject leader will look at samples of assessment half termly to ensure continuity and also to track progress and attainment. Music monitoring days take place twice a year to allow for discussions with staff and to review the planning, which ensures continuity and opportunity to assess progress. The end of key stage statements also provide benchmarks against which the children can be judged and also provide a framework for reporting to parents.

9) Continuity and Progression: Continuity is achieved through EYFS and National Curriculum Objectives and progression is built into the lessons. This scheme is used

in class music lessons, which are taught by the class teacher. Children have the opportunity to develop their singing skills with Miss Trimble and Mrs Pearson in school when practising for school events such as Harvest, Christmas and Easter. Children sing on a regular basis in class during Collective Worship, in pastoral assemblies and also in Blessed Sacrament Church during special ceremonies.

10) Health and Safety and Child Protection: All current Health and Safety regulations and Child Protection Policy will be adhered to.

11) Resources: General resources and instruments for staff and pupils' use are stored in the Junior hall music cupboard. KS1 instruments are stored in the Arts cupboard in the infant building. All teachers have access to the Charanga website and use a generic school login to access resources.

12) Extra Curricular Musical Activities:

CHOIR – Blessed Sacrament now has a Key Stage 1 and a Key Stage 2 choir, conducted by Miss Trimble and Mrs Pearson. Year 2 children and all of Key Stage 2 children are invited to join the school choir without an audition. KS1 and KS2 choir rehearsals take place at lunch time, once a week. Many children enjoy these weekly rehearsals with Miss Trimble and Mrs Pearson. They rehearse for concerts inside and outside of school and community events.

BAND – Key Stage 2 children with suitable instrumental ability can participate in band at specific times of the year eg; to prepare for Christmas and Easter services. The school band is led by Mr Tratt (Music Co-ordinator at Archbishop Beck Catholic High School). The Choir and band collaborate once or twice a year to perform a special concert in school or at Archbishop Beck School.

COMMUNITY – Both choirs participate in many concerts and performance outside of school, including carol singing in the community. Some of these venues include Jacobs, Aintree hospital and Grace Lodge nursing home. They also participate in other special Community events in co-ordination with the local village and Blessed Sacrament Church.

CONCERTS - An annual choir concert to celebrate children's talent in singing is held at school at Christmas time and in the Summer term. Through connection with other outside agencies and the local Music Hub, children are given opportunities to participate in and/or attend live performances, some of which extend outside school hours. Other opportunities the Choir have had in school include recording with Radio City, performing the National Anthem live at Aintree Racecourse and performing at a National ADHD Convention on stage with a singer from the TV show, 'the Voice.' The music subject leader seeks out opportunities for the band and choir children to perform inside and outside of school.

13) Peripatetic Music Lessons: Children are offered additional opportunities from Year Five onwards to study a musical instrument with peripatetic teachers who visit the school each week. Parents, who wish their child to participate, purchase or hire the instrument and pay the additional music lesson fees on a termly basis. Many children learn a variety of instruments in school, including trumpet, saxophone, violin,

clarinet, flute, guitar, keyboard and drums. These lessons are provided by the local Schools Music Service. A timetable of instrument lessons is kept by the teacher and lesson times are flexible to minimise disruption to classroom routines. Parents or those with parental responsibility of children who learn musical instruments individually or as part of a small group receive a termly/annual report from the peripatetic teacher.

14) Conclusion: We acknowledge the central role of the teaching staff in promoting music as an enjoyable, challenging part of the curriculum. This policy will be reviewed in September 2019.

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