



# St. Patrick's Catholic Primary School

## Music Policy

Written by	Updated
Senior leadership team and Curriculum leader for Music	April 2022



The National Curriculum states that:

*"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 pupil's 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."*

National Curriculum 2014

## **Aims**

**All children are provided with the opportunity 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.

## **Intent**

**The objectives of teaching music at St. Patrick's Primary School are to:**

- Encourage our children's understanding and enjoyment of music through an active involvement in listening, composing and performing;
- Provide the opportunity for children to develop their individual skills, sharing experience and cooperating with others;
- Help children to develop an awareness of musical traditions and developments from a variety of cultures.



## **Implementation**

### **Music curriculum planning**

Our school uses the national curriculum for music as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. Our magnificent outside music provider, Sound Advice provide the children with opportunities additional to the objectives set out in the National Curriculum. The children are exposed to a variety of genres and they access this through a variety of instruments. Each year group learn about the same instrument, however, the way in which the lesson is structured is appropriate to their age and level of music skill. For example, in Year 1, the children learn about the basic aspects of that particular instrument and initial vocabulary. Whereas, in Year 6, the children are learning more complex rhythms and how to play a range of chords. To enable the children to practice and apply their musical knowledge and skills learnt within the term, or within individual instrumental lessons, the children perform to large audiences throughout the year. The children also participate in 'band' towards the end of year to allow them the opportunity to implement the skills and techniques learnt throughout the year and previous years. Music has varying benefits for children including, Self-esteem and self-confidence. Music allows students to try something new and develop confidence as they master singing or playing an instrument. Music develops children's listening skills, a skill that is important throughout education. We are very passionate that all children are provided with the opportunity to play a variety of instruments, but also grow to love music as a result of carefully planned, but exciting and enjoyable lessons that build upon the previous knowledge to develop children's abilities and confidence throughout the curriculum, not just music.

### **Teaching and learning style**

At St Patrick's, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children to make music together, to understand musical notation, and the beginnings of composition.

### **The Early Years Foundation Stage**



We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, 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 intertwines throughout many of the ELGs, contributing and developing a variety of skills. 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. Foundation children attend Collective Worship and Time Out to Worship on a weekly basis, where they have the opportunity to engage in singing regularly, practicing the beginning of their music knowledge and magical journey.

### **Assessment for learning**

Children demonstrate their ability in music in a variety of different ways. The specialist teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the specialist teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the specialist teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum, and records these grades. In addition to this, each term, each class will create an audio recording of their pieces learnt within the term. This is a valuable approach in allowing the older children to evaluate their own work, enabling them to provide feedback for their peers, but also to see the impact the lessons have had on their own learning. In addition, it is a great opportunity to celebrate the children's outstanding efforts, a memory for them to treasure.

### **The school choir and musical events**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children from Year 1 to Year 6 to join. The choir meets on a weekly basis at lunch time and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year.

We provide opportunities throughout the year for budding musicians to perform for the school community. This includes solo and ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success. For the last two years, we have invited families to join us for Pat's Fest. This has been extremely successful and both the children and families have enjoyed this opportunity.

### **The role of Mr. Stanton – Specialist Music Teacher**



Mr. Stanton teaches both Key Stage 1 and 2 to deliver music sessions. These sessions are on a weekly basis and last for half an hour. Within these sessions, Mr. Stanton teaches children to recognise the musical elements of:

- Duration
- Dynamics
- Pitch
- Tempo
- Timbre
- Texture

Sound Advice provides a comprehensive package of whole class music tuition that includes woodwind, string and brass tuition. In addition to the classroom tuition they also facilitate a range of specialist instrumental tutors who offer individual and small group tuition to students who have shown particular interest in an instrument. Further to this curriculum provision Sound Advice also run an afterschool band where students can develop the skills acquired in class or with their instrumental tutor. Students are given the opportunity to perform throughout the year at a number of in house and public performances, to date these have included Pat Fest, the school Christmas Concert and St. Pat's Festival. Wherever possible our team will support the Catholic life of the school and ensure that liturgical music creates a sense of awe and wonder.

## **Leadership and Management**

### **The Role of Governors**

The Governors are informed regularly about standards and the progress throughout the school, through the Governors' meetings, Headteacher's report to Governors, and a summary of the data. A Governor responsible for each subject meets regularly with the Coordinator. This Governor receives a copy of the subject Policy and subject action plan.

### **The Role of the Headteacher**

The Headteacher, in collaboration with the Coordinator, establishes the whole school approach to each subject area. She ensures and clarifies what needs to be achieved by the coordinator and provides the necessary support and resources in order to achieve it.

The Head teacher is kept informed about the quality of teaching and learning through regular discussions with the coordinator and also by using the monitoring forms which are completed after any kind of monitoring activity.

### **Partnership with Parents**

Liaison with parents is important in order for them to help children with their learning. Parents are informed about the topics covered through letters, displays and where appropriate, meetings. They are informed about children's progress at Parents'



Evenings and annual reports. Celebration of learning events. Parents are encouraged to support and become involved in their children's learning.

### **The SENCO and Support Staff**

The support staff are clearly informed about their role in each lesson and have access to planning prior to each lesson. They have attended insets and are familiar with the National Curriculum

The SENCO, where appropriate, works with the coordinator to plan the provision for children with special educational needs, in order to encourage a full participation and involvement in the daily lessons. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.

### **The Role of the Music Subject Leader**

- The Music Subject Leader will take responsibility for monitoring the standards of children's work and the quality of music teaching in school.
- The Music Subject Leader will support colleagues where needed in their teaching and provide appropriate staff development training where necessary. The Music Subject Leader will also keep staff up-dated with examples of musical activities and useful teaching resources.
- The Music Subject Leader will keep informed about current developments in Music, through attending various training sessions and accessing a range of resources. This will enable the Music Subject Leader to provide a strategic lead and direction for this subject in the school.
- The Music Subject leader will liaise with Mr. Stanton, our specialist music teacher to organise musical assemblies/concerts.

### **Impact**

#### **Monitoring and Evaluation**

- Scheme of work overview
- Contract review meeting with outside provider
- Climate work by Music Coordinator and Headteacher
- Music service teacher observations
- Peripatetic timetable
- Audio examples of pupils' achievements at the end of a term/year.

