

St. Augustine's Catholic Primary School



Music Policy

Content:	Music Policy
Last reviewed on:	September 2023
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Joyfully we at St. Augustine's Catholic School celebrate our love for God, our love for ourselves and our love for each other as we play, learn and pray together.

St. Augustine's School Mission Statement

MUSIC POLICY STATEMENT

Music in St. Augustine's R.C. Primary School should promote an interest in music that will lay the foundations for a lifetime of musical pleasure. Lessons should be happy, satisfying experiences where children participate in a variety of musical activities.

PRINCIPLES

- Music is a foundation subject in the National Curriculum.
- Music is an important part of the curriculum for all children.
- Music is a practical and creative area, which is of benefit to all children in the development of social skills, including the ability to listen attentively and express personal thoughts and feelings.
- Music is used to enhance the spiritual experiences of the children within school, during assemblies and meditations.
- Music is informed by the Model Music Curriculum (March 2021) and the Early Years Foundation Stage (March 2021)

CURRICULUM AIMS

These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the pupils.

- To encourage every child to develop appropriate skills through which they can express ideas, thoughts and feelings through music making.
- To help every child develop an awareness and understanding of music from a wide variety of traditions, styles, cultures and places.
- To encourage every child to work creatively at their own level and reach their full potential.

OBJECTIVES

To achieve these aims, music teaching will accord with the statutory requirements of the National Curriculum. The four components of the National Curriculum are performing, composing, listening and appraising.

In school we use Charanga as a basis for the music curriculum. Pupils use ICT to enhance and develop music when appropriate and cross curricular links are made wherever possible.

At all key stages music teaching will:

Develop each of the interrelated skills of singing, listening, composing and performing in all activities. Extend these skills by applying listening skills and knowledge and understanding of music.

Through the curriculum, by making and responding to music, pupils should be helped to understand:

* How sounds are made, changed and organised, for example, through the use of musical elements and structures.

* How music is produced, for example, through the use of instruments and musical processes including relevant symbols and notation.

* How music is influenced by time and place, for example, how it can be affected by the venue, occasion and purpose.

FOUNDATION STAGE AND KEY STAGE 1

Children listen carefully and respond physically to a wide range of different kinds of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short composition, with increasing confidence, imagination and control. They explore and enjoy the way sounds and silence can create different moods and effects.

KEY STAGE 2

Children sing songs and play instruments with increasing confidence, skill expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical composition, in response to a variety of different stimuli, with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures.

Tuning Up is a music programme that runs in Year 4. All children get the opportunity to learn the Clarinet and Ukelele. This is funded by Surrey Arts and the school. These lessons replace the Charanga scheme in this year group. Cross-curricular music is still taught in this year group.

APPROACHES TO TEACHING AND LEARNING

All children will be given the opportunity to be physically involved in music lessons by:

- 1) singing
- 2) moving and dancing
- 3) clapping and making movements in response to the music
- 4) playing instruments
- 5) discussing their musical preferences using appropriate vocabulary
- 6) leading and conducting activities

A variety of approaches will be used to deliver music, including the following:

- Whole class lessons
- Group work
- Working in pairs
- Working individually

The various groupings should encourage the children to develop a wide range of personal and social skills:

- confidence
- communication skills
- decision making skills
- sharing
- cooperation
- concentration

The purpose of our music teaching is to foster pupils' sensitivity, understanding and enjoyment of music through an active involvement in lessons.

CROSS CURRICULAR LINKS

Music can be linked to the programmes of study of other subjects.

P.E :- movement and dance

Science:- physical processes- sound

English :- syllables, poems, rhymes and stories

Maths:-a) **number sequencing** (metre-beats in a bar),
b) **time and space** (linked to tempo and duration),
c) **patterning** – rhythmic and melodic repetition,
symmetry- a rhythm or melody playing backwards,
d) **counting** – layers of sounds in musical texture
and rounds and accumulative songs.

Geography:- a) music from regions which are being studied
b) music describing physical features

History:- the music of the periods being studied.

R.E:- to compose music to represent the thought and feelings of a person / story from the Bible, to compose music to accompany a prayer.

INTEGRATING ICT INTO SCHEME OF WORK

Children are given the opportunity to use ICT when appropriate. Technology resources for listening, accessing information, performing, composing and storing sounds are available.

PLANNING AND ORGANISATION

The class teachers are responsible for delivering the music curriculum. Charanga provides activities for all year groups and provides the basis for music planning and provision. The music coordinator is available to give guidance during weekly planning sessions if it is needed. The music coordinator will also work alongside the teachers when required and model good practice so that follow up activities can be developed by the class teacher.

SEN AND DIFFERENTIATION

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. Therefore music helps to focus on what makes children similar and equal – not different. Where pupils have special educational needs which are not identified as being learning difficulties but require other special provision (e.g. technological aids) then we will as a school endeavour to make provision.

EQUAL OPPORTUNITIES

Children should not be discriminated against in terms of gender and race. All children should have the opportunity to participate fully in classroom music lessons and activities. As part of the National Curriculum children will experience music from various countries and cultures.

ACCOMODATION AND TIME ALLOCATION

Each class will have a timetabled period of forty minutes. Teachers can choose to use the music room or their classroom to hold the music lesson at a time that they feel is particularly appropriate.

If teachers wish to have a music table in their room or prefer to have their music lessons in the classroom, instruments may be borrowed from the music cupboard at any time. It is encouraged that children are taught in the music room when using the larger pitched instruments.

In addition, all pupils will attend a time-tabled 20 minute worship through song session:

INSTRUMENTAL TUITION

Pupils in Years R to 6 have the opportunity to learn a musical instrument. The lessons which are paid for by parents or guardians, are given by a team of visiting teachers from Surrey Arts and Rocksteady. Application forms for instrumental lessons are available from the school office.

THE EXTENDED CURRICULUM

In the second half of the Autumn Term, the school prepares to celebrate Christmas. Music is a key element of the celebrations and combines with drama and dance in a play or concert. Rehearsals replace music lessons in the last five weeks of the term.

A weekly KS2 choir club takes place for 45 minutes after school during the Spring and Summer Term which is led by the coordinator. As well as learning songs from the Sing Up programme, the children also perform with other schools at the Princess Hall Theatre in Aldershot.

Musicians are invited to visit the school and perform to the children in all years.

The Music Co-Ordinator works alongside Surrey Arts and local Music Networks to ensure the children are given all opportunities to participate in extracurricular music activities.

RESOURCES

A variety of Tuned and Untuned instruments are kept in the music room.

ASSESSMENT, RECORDING AND REPORTING

- * Music assessment is an ongoing process relative to activities undertaken by the teacher. Planning sheets encourage teachers to reflect on assessment criteria and identify opportunities for assessment.
- * Peripatetic music teachers use an individual music diary with their pupils for recording progress and helpful comments.
- * In the Foundation Stage, evidence of progress is made through observations in individual Tapestry records which are used as evidence for the Early Years Foundation Stage Profile.

MONITORING AND REVIEWING

The music coordinator monitors the implementation of this policy by supporting the class teachers in using the Charanga scheme of work. Access and availability of accommodation and resources are regularly checked and informal discussions with colleagues help to ensure regularity of lessons and focused teaching objectives.