



Work, play, pray - together

St Mary's RC Primary School

Music Policy

Aims and objectives

Music is a very special way of communicating that can enthuse and stimulate children in their learning. It is a way of expressing oneself and it can highly influence the personal development of people. Music reflects the culture and society we live in and so the teaching and learning of music enable children to better understand the world they live in. It is a creative and fun activity but can also be a highly challenging subject.

It also plays an important part in helping children feel part of the community. We aim to provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical genres and to begin to form opinions and critique the quality of music.

The aims of music teaching are to enable children to:

- Know and understand how sounds are made and then organised into musical structures;
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written.
- Develop the interrelated skills of performing, composing and appreciating music.

Teaching and learning style

At St. Mary'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. 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 and to 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 them the disciplined skills of recognising pulse and pitch.

Music curriculum planning

We carry out the curriculum planning in music in three phases (long-term, medium term and short-term). The long-term plan maps the music topics studied in each term in each class and have been planned, where possible, to support the topic cycles. Through this programme of study we teach the knowledge, skills and understanding set out the National Curriculum and Foundation Stage Statutory Framework.

Foundation Stage

We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts; Being imaginative, identified in the Foundation Stage Framework (2014).

We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). 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.

The contribution of music to teaching in other curriculum areas

The use of music throughout the curriculum can be hugely valuable in supporting and promoting learning. Teaching staff should consider how music and singing can be used in a subject areas to facilitate learning and enhance the learning experiences of our pupils when planning units of work.

Teaching music to children with special needs

We teach music to all children in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to need of children with barriers to their learning and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Assessment and recording

Teachers use AfL strategies to assess children's musical skills and development by making informal judgements as they observe them during lessons. At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or

Foundation Stage Framework which is recorded in the end-of-year report. Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the specific music area.

Additional and extra resources

It is the collective responsibility of all the teaching staff to report to the subject coordinator any damaged resources or resource needs to facilitate high quality teaching and learning in music.

Monitoring and review

The music subject leader supports colleagues in the teaching of music, is informed about current developments in the subject and provides a strategic lead and direction for the subject in the school.

Teachers are advised to inform parents if children show particular talents in Music e.g. recommending peripatetic lessons or attendance to choir.

Additional Opportunities

- We have a staff member who teach lessons weekly to children who request them.
- The Choir take part in a number of choral events throughout the year and entertain in the local community.
- We use the whole school's skills to perform in the Christmas Productions singing and assemblies.
- The children that learn an instrument in and out of school and those in the choir are encouraged to share their learning by performing in assemblies.
- The music played as the children enter and leave assembly is chosen by the teachers and/or children.
- This ensures that children are exposed to a wide variety of music and develops their listening skills and music related knowledge.
- Both KS1 and KS2, take part in South Tyneside's annual Music Festival at The Custom House.