

# **Ss Peter and Paul RC Primary** **School**



## **School Policy on Music Education**

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# Music Policy

**“Music gives a soul to the universe, wings to the mind, and life to everything.” Plato**

Music is an enriching and valuable academic subject. Research evidence shows that a quality music education can improve self-confidence, behaviour and social skills, as well as improve academic attainment in areas such as numeracy, literacy and language.

Michael Gove  
Secretary of State for Education  
Industries

Ed Vaizey  
Minister for State for Culture and Creative

## 1 Aims and objectives

- 1.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.
- 1.2 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.

## 2 Teaching and learning style

- 2.1 At Ss Peter and Paul RC Primary School 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 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. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music.

2.2 We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child.
- giving pupils opportunities to take a lead in group work.
- providing opportunities for pupils to be creative and independent in learning.

### **3 Additional music teaching**

3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. We have Peripatetic music teachers delivering lessons on the guitar and violin. We also have strong links with our local secondary school music department and they offer weekly keyboard lessons to our Year 6 children.

### **4 Music curriculum planning**

4.1 We use the national scheme of work for music as the basis of its curriculum planning. We have adapted the national scheme so that the topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

4.2 The whole-school long-term plan maps out the topics studied in every half-term.

4.3 Our medium-term plans give details of each unit of work, including learning objectives, possible teaching activities, and learning outcomes.

4.4 Our short-term planning can be found in our weekly plans which are later annotated with dates and teaching notes (e.g. resources).

## 5 **Foundation Stage**

5.1 We teach music in Foundation Stage as an integral part of the work covered during the year. As the reception class is the final part of the 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. Children are to be able to 'Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match music to movement'. Music contributes to a child's creative development, language development and to their 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.

## 6 **The contribution of music to teaching in other curriculum areas**

### 6.1 English

Music contributes significantly to the teaching of English in our school by actively promoting 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 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.

### 6.2 Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

### 6.3 Music and Computing

Computing enhances the teaching of music, where appropriate, in all key stages. The music curriculum is supported by the programme 'Charanga'. Professional performances of known and studied works are accessed online and are consistently used to support pupils' development in their musical learning.

### 6.4 Personal, social and health education (PSHE) and British Values.

Music contributes significantly to the teaching of PSHE, SMSC and British Values. Through the common goal of making music, children learn to work effectively with

other people and build up 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. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

#### 6.5 Spiritual, moral, social and cultural development

Listening, 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. Children at SS Peter and Paul RC Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

### 7 **Teaching music to children with special needs**

7.1 We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Action Plans.

### 8 **Assessment and recording**

8.1 We assess children's work in music by making informal judgements as we observe them during lessons; by marking work and commenting as necessary. At the end of a unit of work teachers make a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment. We use these judgements as the basis for assessing the progress of each child and we pass on this information to the next teacher at the end of the school year.

### 9 **Resources**

9.1 We keep resources for music in a central store. Instruments are contained in labelled boxes where practical. Each teacher has core materials (copies of songs and CD's).

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

10.1 School choir is an established feature of our music making, where a high standard of achievement is expected. The choir is selected from the children in Key Stage 2. Our choir perform in a variety of events over the year. Some regular commitments are

- 'Carols by Candlelight' at St Paul's, Jarrow, December
- Reception Tableau, December
- South Tyneside Schools Music Festival, March

We have also performed at the Sage, Gateshead, at British Citizenship Ceremonies at the Town Hall and with the choristers at Durham Cathedral. Our Year 2 children perform at the South Tyneside Infant Music Festival each year in March.

10.2 Music plays an integral part in our daily worship as a Catholic school. In school masses, liturgies and other collective worship music we listen to and use music for reflection, as well as singing hymns and songs together.

## 11 **Monitoring and review**

11.1 The music coordinator is responsible for supporting colleagues in the teaching of music, for being informed of current developments and for providing a strategic lead and direction for music in school. The coordinator gives the Head Teacher a biennial report of the strengths and weaknesses in music and indicates areas for further improvement. The headteacher reports termly to the Governing body on subject issues.