



*In God's love we believe and achieve*



# St. Michael's

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## Catholic Primary School

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# Music Policy

# St Michael's – Music Policy

## School Mission Statement

St Michael's Catholic Primary School aims to provide an opportunity for all children to experience a balanced curriculum and to develop academically, morally, physically and socially according to their own capabilities and needs, in a well-balanced and friendly atmosphere in which every child, member of staff and parent feels safe and valued.

## Intent

The Music policy in this school reflects the value and importance of Music throughout all key stages. It provides a framework for staff, which gives guidance on practice and outlines procedures for planning, teaching and learning and for monitoring and evaluating the curriculum. The policy contributes towards raising educational standards within the school and ensures that children's needs are met within the context of whole school policies, curriculum planning, agreed teaching approaches and organisational structures.

This policy reflects the main aim of the school which is to provide a broad, balanced and stimulating curriculum supported by spiritual, social, moral, physical and creative elements in an ordered caring and happy environment.

## Aims

**Music is a foundation subject within the National Curriculum. We aim to:**

- Enable each child to grow musically at his/her own level and pace
- To foster enjoyment of all aspects of Music
- To provide children with opportunities to listen to a variety of music by a range of composers in differing styles and traditions
- To develop aural discrimination and perception
- To develop instrumental and vocal skills
- To develop a creative ability in composition and music making
- To teach a repertoire of songs
- To promote positive attitudes and enthusiasm for music activities in school
- To develop children's social skills and awareness when they make music together

### **These aims will be achieved by:**

- Active 'hands on' music sessions where children listen, investigate, create and perform
- The development of the interrelated skills of performing, composing and appraising in all musical activities
- Challenging, motivating and relevant musical activities
- Opportunities to record ideas and their own performances in a variety of ways
- Opportunities to use ICT to create and support music
- Opportunities to perform

### **By making and responding to a wide range of music, children should be helped to understand:**

- How sounds are made, changed and organised through the use of musical elements and structures
- The use of instruments and musical processes including relevant symbols and notations
- These aims are consistent with our school philosophy and take account of National curriculum guidance

## **Foundation Stage**

During the Foundation stage, young children are given opportunities within the Early Learning Goals for Creative Development. They are taught to recognise and explore how sounds can be changed, sing simple songs from memory, identify repeated sounds patterns and match movements to music.

## **Key Stage One**

During key stage one pupils listen and respond physically to a wide range of music. Children explore and enjoy sounds creating different moods and effects. They play musical instruments, sing songs from memory and create accompaniments with increasing confidence.

## **Key Stage Two**

During key stage two pupils sing songs and play instruments with greater confidence, skill and expression. They improvise and develop their own musical compositions in response to a variety of stimuli. They explore their own thoughts and feelings through responding physically, intellectually and emotionally to different types of music.

## The Programmes of Study

The school follows the National Curriculum Programmes of Study. In music, as in each subject there are two main requirements

1. Knowledge, skills and understanding
2. Breadth of study

### Knowledge, skills and understanding

Teaching should ensure that listening and applying of knowledge and understanding are promoted through the interrelated skills of performing, composing and appraising.

	Key stage One	Key Stage Two
<b>Controlling sounds through singing/playing</b> <b>Performing Skills</b>	Pupils should be taught: - <ul style="list-style-type: none"> <li>• To use their voice expressively by singing songs and speaking chants and rhymes</li> <li>• To play tuned/untuned instruments and rehearse and perform together.</li> </ul>	Pupils should be taught: - <ul style="list-style-type: none"> <li>• To sing songs with clear diction, control of pitch, sense of phrase and musical expression</li> <li>• To play tuned/untuned instruments with control and rhythmic accuracy</li> <li>• To be aware of audience and to practice, rehearse and present performances</li> </ul>
<b>Creating and developing musical ideas -</b> <b>Composing Skills</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• To create musical patterns and explore, choose and organise sounds and musical ideas.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• To improvise and develop rhythmic and melodic materials when performing</li> <li>• To explore, choose, combine and organise musical</li> </ul>

		ideas within musical structures.
<b>Responding and reviewing – appraising skills</b>	<p>Pupils should be taught to:-</p> <ul style="list-style-type: none"> <li>• To explore and express their ideas and feelings about music, singing dance and expressive musical language</li> <li>• To make improvements to their own work</li> </ul>	<p>Pupils should be taught to:-</p> <ul style="list-style-type: none"> <li>• To analyse and compare sounds</li> <li>• To explore and explain their ideas and feelings about music, using movement, dance and expressive language</li> <li>• To improve their own and others work in relation to its intended effect.</li> </ul>

<b>Listening and applying knowledge and understanding</b>	<p>Pupils should be taught to:-</p> <ul style="list-style-type: none"> <li>• To listen with concentration and recall Pupils should be taught to:</li> <li>• To listen with attention to detail and recall sounds with increasing aural memory</li> <li>• To combine musical elements of pitch, duration, tempo and timbre</li> <li>• To explore how sounds can be made in different ways and how music is used for different purposes.</li> </ul>	<p>Pupils should be taught to:-</p> <ul style="list-style-type: none"> <li>• To listen with attention to detail and recall sounds with increasing aural memory</li> <li>• To learn how the combined musical elements of pitch duration, tempo and timbre can be organised with musical structures and used to communicate different moods.</li> <li>• To explore how music is produced in different ways and described through relevant established and</li> </ul>
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		<p>invented notations</p> <ul style="list-style-type: none"> <li>• To understand how time and place can influence the way music is created, performed and heard</li> </ul>
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## **Breadth of Study**

### **Key Stage One**

During Key Stage One pupils should be taught the knowledge, skills and understanding through a range of musical activities that integrate performing, composing and appraising. They should respond to a range of musical starting points, working on their own and in groups. They should listen to live and recorded music from different times, traditions and cultures.

### **Key Stage Two**

During Key Stage Two pupils should be taught the knowledge, skills and understanding through a range of musical activities that integrate performing, composing and appraising. They should respond to a range of musical and non-musical starting points, working on their own, in groups and as a whole class. They should use ICT to capture, change and combine sounds, to create music and to listen to and record music they have created as well as music from different times, cultures and traditions. Throughout Key Stages 1 and 2 there is a progression of skills. The children are assessed as to whether they are working towards, working at or working beyond based on these skills.

### **Curriculum and Scheme of work**

The music scheme is accessed through Charanga Units of work. The Scheme supports all the requirements of the new National Curriculum and is in line with published Ofsted guidance.

### **Class organisation and teaching style**

Activities in class may be grouped according to ability and children may work individually, in small groups and as a whole class. They may be teacher led or open ended and differentiated by task or outcome.

## **Assessment, recording and reporting**

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school. Our methods of assessment include: -

- Teachers observations of pupils
- Teacher/pupil discussions
- Teacher questioning
- Use of pupils own scores/recordings of their music making
- Self evaluation
- Photographs
- Use of ICT, including ipads
- Termly assessment against key objectives for a unit of work

## **Extra Curricular Music Activities**

Children at St Michael's have the opportunity to experience music outside of the classroom through our weekly Choir club, held with 2 members of teaching staff.

### **Singing**

Singing is not only a vital part of the music curriculum but at our school we know and understand how singing together encourages co-operation, a sense of pride and belonging and a general happiness. All classes in our school sing regularly as part of daily routines, part of lessons in class and for pleasure and enjoyment.

### **Resources and Accommodation**

The musical instruments are centrally stored. New resources and projects/ support are bought into school by the Music co-coordinator in consultation with staff.

### **Equal Opportunities**

All teaching and non-teaching staff at St Michael's are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest possible progress in all areas of the curriculum while at our school.

### **Special Education Needs / Inclusion**

We aim to respond to children's individual needs and talents so that their musical experiences are rewarding and enjoyable. We aim to identify those with special educational needs and talents and ensure that they are catered for. Able children will be given opportunities and encouragement to develop their own performance skills by taking part in music groups and performing for different audiences both formal and informal.

### **Monitoring**

This policy will be reviewed every 2 years and signed by The Chair of Governors on behalf of the Governing body.

Signed by Mike Volynchok, Chair of Governors on behalf of the Governing body.  
Signed Copy available from school office.