

# St. Andrew the Apostle Catholic Primary School



## Music Policy

December 2022

*Succeeding Together in Faith and Love*

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## Introduction

At St. Andrew the Apostle Catholic Primary School we are committed to creating a universal language that embodies one of the highest forms of creativity; Music.

We are dedicated to ensuring that every child receives a high-quality music education which engages and inspires, supporting pupils to develop a love of music and fostering their musical talent. Through our Music curriculum we aim to build pupils' confidence and offer success for all.

Our curriculum offers pupils the opportunity to build on their musical vocabulary, perform, listen and evaluate as well as to examine inter related dimensions within music. They are then given the opportunity to apply what they have learned through wider opportunities provided to them both in and outside of school.

We do this through the teaching of topics on the Long Term Plan (Appendix 1), and time in the Music Enhanced Area.

## Framework

At St. Andrew the Apostle Catholic Primary School, pupils begin their learning in Nursery and Reception where they follow the Early Years Foundation Stage Profile – (Appendix 2), which sets out strands that include objectives such as 'Expressive Arts' as well as other strands which have numerous opportunities to develop Musical skills and vocabulary.

In Key Stage One and Two, our pupils follow the breadth of study depicted in the National Curriculum (Appendix 3), which outlines pupils should be taught:

### Key Stage 1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

## **Key Stage 2**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

## **Aims**

In St. Andrew the Apostle Catholic Primary we aim to:

- Develop pupil's knowledge, skills, understanding and vocabulary, whilst also encouraging pupils to explore their love of music.
- Encourage pupils to express their own opinions and let their creativity flow.
- Teach pupils how to respect performance.

## **Intent**

At St. Andrew the Apostle our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. By teaching the National Curriculum, we aim for our pupils will learn that music is a universal language that embodies one of the

highest forms of creativity. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our objective at St. Andrew's is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may play in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

To support this consistently throughout the school, we use Key Concepts (Appendix 4), which are introduced in Early Years Foundation Stage and Key Stage 1 and built upon in Key Stage 2.

## **Implementation**

Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and as a result, increase their confidence, creativity and sense of success. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and to listen with refinement. The Charanga scheme of work is used from Nursery to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.

Lessons incorporate teaching musical notation, singing, as well as learning to play instruments. Opportunities are taken to perform in class, in whole assemblies and also to parents and the wider community. Additional opportunities are offered in music, such as the KS2 choir which perform at assemblies in school and at events in the local community. By employing a specialist music teacher to deliver part of the music curriculum, we are ensuring that our pupils are receiving high quality lessons and that staff receive music CPD.

The Progression Map (Appendix 5) outlines the clear progression of knowledge, skills, understanding and vocabulary that is built upon over time. Key Concepts, prior learning and future learning are used to embed the knowledge, skills, understanding and vocabulary that should endure.

## **Impact**

Pupils have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music lessons will also support the understanding of culture and history, both in relation to pupils individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They have an understanding of how to further develop skills less known to them and apply them to their future learning.

We measure the impact of learning through formative and summative assessment opportunities such as discussion, observations, marking and feedback.

Progress is tracked using the online assessment tool Insight.

Attainment is reported to parents in the yearly report.

## **Resources**

The Long Term Plan sets out topics to be taught. Medium Term Plans have been created in collaboration with class teachers, subject lead and curriculum lead. Teachers will follow these plans to create lessons. Plans and resources will be reviewed by all parties during policy review.

Most resources are kept in the Music Enhanced Area with some located in classrooms.

## **Curriculum Links**

Music naturally has links with other subjects such as Art, Dance and History. Links are encouraged whenever possible to help support overlearning and recall of knowledge, skills, understanding and vocabulary.

Links within Music are documented on the Medium Term Planning as prior and future learning.

## **Roles and Responsibilities**

- Prepare and review policy documents and curriculum plans.
- Promote good practice throughout the school - support and extend good practice among colleagues in classes.
- Encourage staff to provide effective learning opportunities for all pupils.
- Enable pupils to progress in the subject and to have regard to the principles for inclusion.
- Organise and monitor professional development to help colleagues develop their subject expertise.
- Work with staff to co-ordinate the preparation and assimilation of medium term planning throughout school.
- Keep up to date with current developments.
- Communicate developments through staff meetings and distributing information.
- Monitor and evaluate the effectiveness of the teaching of Music.
- Ensure common standards and formats for recording and assessing.
- Produce reports for governors and newsletters.
- Audit resources and produce updated lists of relevant books, materials and equipment.
- Contribute to the school improvement plan including costings and priorities which can help inform the school development plan.
- Be involved in liaison with secondary schools and other primary schools in the area.

## **Monitoring**

Monitoring will take place each year according to the monitoring framework. There will be two types of monitoring i. deep dive ii. shallow paddle.

- i. During a deep dive, the subject lead, curriculum lead and SLT will plan lesson observations, book looks, and pupil/staff voice. From this, the subject lead will produce a subject overview to be presented to SLT containing strengths and ways forward.

- ii. During a shallow paddle, the subject lead will be invited to drop in on lessons by class teachers and discuss learning with pupils. The subject lead will prompt the class teachers as to what term/week this should be. From this, the subject lead will gain a clear understanding of current teaching and learning.

## **Equality, Inclusion and Support**

At St. Andrew the Apostle Catholic Primary School we recognise the responsibility to provide a broad and balanced curriculum for all pupils. When planning lessons, teachers will adapt as necessary, to provide relevant and appropriately challenging activities in order to ensure a fully inclusive curriculum. This will ensure all pupils are given equal opportunities to develop their knowledge, skills, understanding and vocabulary.

During discussions, care is taken to present both sides of any debate clearly and fairly.

## **Review**

This policy was written by the subject leader and reviewed by the governors of St. Andrew the Apostle Catholic Primary School in December 2022.

Review Date: October 2023



## Appendix 1 – Long Term Plan

Available from school website at:

<https://standrewapostle.co.uk/key-information/curriculum/subjects/music/>

## Appendix 2 - Early Years Foundation Stage Profile

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1109972/Early\\_Years\\_Foundation\\_Stage\\_profile\\_2023\\_handbook.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109972/Early_Years_Foundation_Stage_profile_2023_handbook.pdf)

## Appendix 3 - National Curriculum

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239037/PRIMARY\\_national\\_curriculum\\_-\\_Music.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf)

## Appendix 4 – Key Concepts

Available from school website at:

<https://standrewapostle.co.uk/key-information/curriculum/subjects/music/>

## Appendix 5 – Progression Map

Available from school website at:

<https://standrewapostle.co.uk/key-information/curriculum/subjects/music/>