

Our Lady's RC Primary School



Music Policy

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Date: 11.9.2023

Signed: *[Signature]* (Headteacher)

Date: 11.9.2023

Signed: *C. M. Massingham* (Chair/Governor)

Date: 11.9.2023

Our Core Values & Mission

During Summer 2023 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the Values and Mission of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



Our Mission Statement is:



"Learning and loving together; we grow with Jesus"

*Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts and Christ – the Cross***

The Core Values that provide the foundation for that Mission are:

'Whoever is kind to the poor lends to the Lord' Proverbs' 19:17 **Kind**

'Love God and love people' Matthew 22:36-40 **Loving**

'You can always turn to the Lord when times are tough' Psalms 9:9-10 **Safe**

'Forgive and you will be forgiven' Luke 6:37 **Forgiving**

'I am the way, the truth, the life' John 14:6 **Honest**

'Rejoice always' Thessalonians 5-16 **Positive**

'Lord, your God shall you worship and him alone shall you serve' Matthew 4:1-11 **Respect**

'Grow in the grace and knowledge of Saviour Jesus Christ' 2 Peter 3-18 **Nurturing**

Nurture

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives



Our Lady's RC Primary School

Music Policy

Music is a powerful, unique form of communication that can change the way children feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. Music promotes children's spiritual, moral social and cultural development. The learning of music develops an awareness and appreciation of musical traditions, from the past and present, in a variety of cultures and societies. This helps children understand themselves and relate to others, forging important links between the home, school and wider world. The teaching of music develops children's ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of music making both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment.

Aims and objectives

To provide all children with an education in music that is stimulating, enriching and inspiring through curricular and extra-curricular learning.

- To encourage confidence in all the children through their involvement in music thus promoting individual's interest, self-reliance and motivation.
- To develop an understanding appreciation of different types of music and increase their ability to make judgements of musical quality.
- To teach music through the National Curriculum and the Creative Development area of learning from the Foundation Stage.
- To promote all the children's achievements in music within the school and the wider community.
- To provide all children with the opportunity to express themselves creatively and to develop their musical skills through an understanding of pitch, rhythm, dynamics, duration, timbre, texture and structure, using both instruments and voices.
- To develop performing, composing and appraising skills by applying listening skills and knowledge and understanding of music.
- To become increasingly aware of how music is produced, for example, through the use of instruments and musical processes including relevant symbols and notation.

Teaching and Learning

- Our musical curriculum is defined by the programmes of study in the National Curriculum and the expected standards of children's performance by the attainment targets. The content of the programmes of study is implemented through the scheme of Charanga. The 'Charanga Musical School' Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The scheme implements the new musical framework to advise and support staff to teach the national curriculum.
- The teaching of music in the foundation stage allows children to explore sound and the building of patterns of sound known as "music". Children in EYFS have access to musical instruments and listening stations. They also explore music through dance, movement, story, role play and singing.
- The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to their abilities. Children with exceptional musical skills will be identified at an early stage. The school should support these children by discussing with parents the advantages of receiving appropriate peripatetic music tuition. Opportunities should be given for them to perform in the classroom, during assemblies and in school concerts.
- EYFS Music plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design.
- Key stage 1 Pupils should be taught to:
 - ~ Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
 - ~ Play tuned and un tuned 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 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:
 - ~ 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.

- Children have additional opportunities to develop their understanding of skills in music, Extracurricular activities are provided by teaching staff, peripatetic teachers and the Wigan Music Service. Outside musicians are invited to perform to the children to give them experience of live music. Apart from opportunities to record their work and perform for other classes across the school, other opportunities include class assemblies, Community Carol Concerts, Let's Sing, Young Voices, CHIME, Love Our Community Day and other opportunities when they present themselves.
- The "Wider Opportunities" initiative also provides Year Five pupils with the opportunity to learn and instrument. This is currently provided by Wigan Music Service. Year 5 children learn to play a brass instrument throughout the school year. They deliver three live performances to the school and their parents.
- Children also have an online Portal called YUMU. Each child has their own logins and this can be used to accompany music lessons within the music lesson. This is also used for home learning. It can be set as homework linked to their topic and also used to support remote learning.

Peripatetic instrumental lessons

Peripatetic instrumental lessons are available for years 2, 3, 4, 5 and 6. Parents are asked to pay for the lessons termly and in doing so are committing themselves to these payments. These lessons include Cello, Keyboard, Guitar, Percussion (drums), violin and singing lessons. Within these lessons, the children gain the opportunity to perform annually in front of their peers and parents.

Assessment and recording of evidence

The assessment criteria are informed by the learning outcomes in each unit. Our Lady's assessments grids are used at the end of each term and follow our school format. Teachers use their teacher judgement to assess whether the child has achieved aged related expectation, is below expectation or above expectation. The end of unit expectations provides broad descriptions of achievement within each unit and is used for teachers to assess a child's progress in each unit. This is then used to compare against attainment within core subjects. Class teachers record and evidence music lessons using the app Seesaw. Within Key stage 2, each class has two Music Ambassadors who record this and attach the evidence to Seesaw.

SEND and equal opportunities

Planning should take into account the needs, gender and race within each year group so that all children find the work accessible, stimulating and, whenever possible, appropriate to their interests.

It is also a subject not necessarily governed by academic ability and provides all children with an opportunity to succeed. Each child is encouraged to feel their work is respected and of equal value to the work of others. Each child's work is celebrated and opportunities to perform will be provided – thus helping to promote self-esteem.

We aim to give all children the opportunity to develop an appreciation of music from different cultures through topic work or when studying religions and specific festivals.

Teachers present pupils with work from a variety of musicians – including both genders and work from musicians with a variety of ethnic background.

Resources

- Music resources are located on the music trolley in Key Stage 2. Class sets of glockenspiels are within the Music cupboard which are located in the Curriculum cupboards.
- Resources are monitored yearly. Stock and maintenance checks are carried out on a regular basis in order to provide high quality musical resources.
- YUMU resources on Charanga allows children to access musical technology equipment.

SMSC in Music

Spiritual – This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.

Moral – We encourage our pupils to engage in critical discussions of musical performances and dramas/presentations from other pupils, a range of known artists and also visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined we encourage pupils to reflect upon this. Where pupils present their own work we ensure fair and objective assessment and evaluation of their work.

Social – Pupils collaborate in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively. Where they are required to express their feelings, pupils are encouraged to do this sensitively with an awareness of the needs of others. Through our programme of extra-curricular activities and clubs we ask pupils for ideas and allow to organise aspects of their performance.

Cultural – The resources and musical examples used across both Key Stages for our students encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage pupils to create their own music and to incorporate different musical influences in their own composition. We use a wide variety of instruments from around the world to enrich the cultural experiences of our pupils.