

# St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



## *Mission Statement*

*Loving and learning together, with Jesus*

## Music Policy

Policy Ref No	CUR031
Date of Policy	October 2024
Review date	October 2026

## **St. Peter's Intent Statement**

A rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, life-long learners.

### **Purpose**

In Music, we develop the children's Knowledge and Skills in line with the school's vision for Knowledge and Skills based curriculum.

We inspire Creativity through the freedom to improvise and compose.

We encourage Discovery through the use of new instruments.

We foster a Curiosity by introducing new genres and styles of music.

We develop Independence by asking pupils to appraise and give their opinions.

We instil Resilience by celebrating extra-curricular musical talents / lessons; encouraging pupils to continue learning to play a new instrument; practising to sing new songs.

As a result the children Respect and Value Music and are Lifelong learners.

Music is organised sound and a means of communication through feeling which infers a response of the highest creativity. In order to respond, an involvement in and acquisition and development of skills is essential. Experience of music should therefore be as many and as varied as possible.

### **Teaching and Learning**

The teaching of music develops:

- Listening and appraising music, responding and reviewing sounds
- Singing and playing instruments, developing sound control and performance skills
- Improvising own music by experimenting with taught / new sounds
- Composing music by creating and developing it using inter-related dimensions of music
- Musicianship: Pulse/beat, rhythm, pitch, structure, tempo, dynamics, timbre, texture, notation

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

#### Early Years Foundation Stage:

Music in Reception classes is related to the objectives set out in the Early Learning Goals, which underpin the planning for children aged three to five. Music is included in the area of learning for creative development. The aspects of musical learning and development include hearing and listening; vocalising and singing; moving and dancing and exploring and playing.

#### By the end of Key Stage One most children will be able to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes, sing in unison and at the same pitch
- 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
- Create music through improvisation and start to learn some simple compositional techniques and structures

By the end of Key Stage Two most children will be able 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

### Peripatetic teaching

Key Stage Two children have the opportunity to learn a range of musical instruments including flute, clarinet, saxophone, keyboard and guitar, with lessons provided by visiting instrumental teachers. A protocol has been prepared and shared with all peripatetic teachers and parents concerned with regard to child protection issues.

### **Inclusion**

All members of staff at St Peter's Catholic Primary School set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging learning for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

### **Roles and Responsibilities**

- The music leader will be responsible for ensuring music provision is delivered throughout the school at a high standard; for overseeing the running of extra-curricular music clubs such as choir and for the organisation and auditing of resources.
- Any damage, breakage or loss of resources is to be reported to the music leader immediately in order to maintain high quality teaching equipment.
- The class teacher will be responsible to delivering music in the classroom for the statutory time each week, ensuring that this is reflected on their topic overview. The class teacher will be responsible for ensuring music is evidenced accordingly.
- The office staff will provide communication between peripatetic teachers, Essex music services and

parents in order to provide quality individual instrumental lessons.

- The peripatetic teacher will provide individual tuition and feedback to parents about their child's progress.

### **Assessment**

Pupils' progress and attainment is monitored in the form of:

- Classroom observations
- Performance observations
- Photograph / video evidence
- Samples of work (Active Learning Book)
- Target Tracker
- Children's attainment and effort is reported to parents annually in reports
- Charanga assessments

The class teacher's assessments are reviewed by the music leader and SLT.

This policy links to the Assessment policy.

### **Monitoring and Evaluation of this policy**

The LGC are responsible for monitoring the effectiveness of this policy by in-school monitoring such as learning walks. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.