



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Music Policy

Mission Statement

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

Equality Statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St. Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Written by: Mrs Claire Burns, Music Lead

This policy was reviewed: September 2021

The policy is to be reviewed: September 2023

Rationale

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities, and generations. Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels. Music can be a lifelong source of pleasure. It is education for life.

Music Curriculum Intent

Music makes an important contribution to the life of every school and is celebrated, promoted and encouraged at St. Augustine of Canterbury Catholic Primary School. We value music as it helps with the nurturing of language, motor skills, emotional intelligence and collaboration skills.

We aspire to provide a music curriculum that allows children to enjoy listening to and performing music in a variety of ways and sharing their developing expertise with others. We want our children to develop their own appreciation of music. We ensure our music lessons are fun and engaging. We hope to instil in our children a passion for music as well as the skills to perform and compose as a vital part of a broad and ambitious curriculum.

Aims and Objectives

- To help children develop musical skills and knowledge through a carefully structured progressive curriculum.
- To develop musical skills and concepts through listening, appraising, performing, and composing.
- To develop social skills through co-operation with others in the shared experience of music making.
- To develop an understanding of musical traditions and developments in a variety of cultures.
- To be motivated to enjoy and succeed in music.
- To ensure all learning experiences are rich in musical language.
- To foster confidence in and enjoyment of music.

Implementation

Music is timetabled and taught regularly in each class, both as a discrete lesson and through cross-curricular opportunities to ensure every child develops a life-long love of music and musical performance.

We follow the sequences of learning set out in the Model Music Curriculum in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening
- Composing
- Performing/Instrumental Performance

We provide rhythmic and melodic instruments for the children to use in class.

In addition to the sequences of learning within the Model Music Curriculum, we also engage with Dynamics - The Medway Music Education Hub.

In KS1, we take part in the Dynamics KS1 Music Project. This bespoke 8-week programme provides fun music-making activities by a Licensed Music Teachers to develop children's general musicianship skills as well as support school staff to enhance their own music teaching skills.

In Years 3 and 4, we work in partnership with Licenced Music Teachers (LMTs) from Dynamics to provide a Whole Class Ensemble Tuition programme.

Our use of music to enhance other curriculum subjects, allows the children to build upon skills and knowledge taught within the music curriculum. From creating soundscapes and enhancing performance poetry with instruments in literacy, using Rock music and other songs to recall Times tables and Key Instant Recall Facts (KIRFs) in maths; we also provide opportunities for children to explore music from around the world in Geography and listen to different genres and music from periods in History.

Each term we also have a whole school focus on music from across the decades, ranging from music from the 1950s in term 2 to the 2000s by term 6.

We are very much a singing school, with hymn practice being a highlight of the school week. In addition, we also provide opportunities for children to be part of our school choir. This provides opportunities for children that love to sing, to build on their confidence, teamwork and resilience. The children sing a variety of different genres from Rock to Musical theatre, to develop their understanding of the music world. We have taken part in performances in the local area as well as entering song competitions and attending a recording studio.

National Curriculum and the Model Music Curriculum (MMC)

Music develops skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work skills - e.g. listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

In KS1 and KS2, we follow the Model Music Curriculum to implement the National Curriculum objectives for each year group. Objectives are taught to ensure coverage and progressive understanding. The MMC explores how musical techniques and skills can be nurtured and developed in all pupils, through all Key Stages. It recognises that such skills may be expressed instrumentally, vocally or through music technology. The MMC guidance covers the skills of singing, composing, listening and performing - individually and collectively - and applies across the curriculum in Key Stages 1 and 2.

EYFS

Listening to and creating music helps children learn numeracy, literacy and emotional skills.

Incorporating music into routines and play in the early years has a positive influence on children's early development. It can get them moving, thinking and inspire creativity.

In the EYFS, music is taught under the Expressive Arts and Design (EAD) area of Learning. As well as exploring music within EAD, children engage in a cross-curricular approach to music. Singing songs and rhymes together is an important way to develop children's Communication and Language skills in a fun and engaging way.

Key Stage 1

Singing is at the heart of Key Stage 1, with songs and chants underpinning all areas of study.

Repetition of techniques is vital to consolidate and gain confidence.

In Key Stage 1, Years 1 & 2 the MMC guidance is grouped in four sections as follows:

- Singing
- Listening
- Composing
- Musicianship:
 - o Pulse/Beat
 - o Rhythm
 - o Pitch

Key Stage 2

The MMC at Key Stage 2 reflects the importance of these school years in terms of music progression. The key skills and techniques learnt build on those introduced at Key Stage 1 and prepare pupils for progression to Key Stage 3, and while singing remains a key thread throughout Key Stage 2 the model curriculum will support other aspects of music making - in particular, the opportunity to access and make progress on a musical instrument.

In Key Stage 2 Years 3-6 guidance is grouped in four sections as follows:

- Singing
- Listening
- Composing:
 - Improvise
 - Compose
- Performing

Inclusion

Music is taught to all children, whatever their ability, in accordance with the school policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. To overcome potential barriers to learning in music, some children may need:

- help in managing the written communication aspects of music - such as the use of symbols - by using larger print, colour codes, multi-sensory reinforcement, and a greater emphasis on aural memory skills;
- encouragement to use their voices expressively and to use different forms of communication - such as gesture - to compensate for difficulties when singing and speaking;
- opportunities to learn about music through physical contact with an instrument and/or sound source where they are unable to hear sounds clearly or at all, and
- access to adapted instruments or technology to overcome difficulties with mobility or manipulative skills.

Teaching approaches and musical opportunities

- Listen, appraise, perform, and compose in a variety of genres, styles and audiences.
- Undertake a balanced programme of activities.
- Work individually, in groups or as a whole class.
- Make appropriate use of technology to create and record music.
- Make use of outside agencies, peripatetic teachers, music concerts etc.
- Make use of audio/visual material.
- Record findings in a variety of ways.
- Learn one musical instrument in whole class ensemble lessons (by the end of KS2).
- Participate in small group or individual musical tuition on chosen instrument using peripatetic music teachers through the Medway Music Association (MMA).
- Perform to wider audiences of parents, local community and other schools at end of year productions, assemblies, and Christmas Nativities, Carol Concerts etc.

Equal Opportunities

- We aim to give every pupil the opportunity to enjoy a variety of musical activities.

- Staff will create an environment that challenges stereotype and supports the appreciation of other cultures.
- Diversity and difference are celebrated and respected.
- All pupils will have an equal opportunity to reach their full potential across the music curriculum regardless of their race, gender, cultural background, or special needs.

Health and Safety

- Instruments are put away carefully after each session.
- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.

Assessment

Assessment is ongoing and evidence for recording, and reporting purposes is gained from teacher observation.

Annual reports for parents - A statement for music is based on the extent to which a pupil has achieved against National Curriculum Attainment Targets.

Monitoring

The music policy will be monitored by the music lead, in consultation with the Head teacher and staff.

Impact

Children have opportunities to perform in a variety of ways including during class assemblies to parents and carers, Nativity performances, Easter Reflections, Carol Concerts, celebration assemblies for other classes. Each year, the children all get to share their wonderful talents in our St. Augustine's Got Talent Show. Our children grow in confidence and self-esteem during these performances and every child is included and valued.

We hope that children leave St. Augustine of Canterbury Catholic Primary School with an increased interest in music and a desire to continue as a listener, performer and composer. We hope that music continues to be a part of every child's day and that the children will get to recognise the power of music in supporting physical, mental and emotional health.



10 Music is for everyone

1 Music boosts school improvement



2 Music Improves learning skills



9 Music is fun

10 Things Schools Should Know About

3 Music fosters team working



Music



8 Music is an educational building block

4 Music builds life skills



7 Music is for life

6 Music encourages creativity

5 Music underpins better behaviour



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