

# St Thomas More Catholic Primary School

## Music Policy

### Introduction

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people, music allows our pupils to reflect and links closely with their spiritual development. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in and develops curiosity for different cultures and ideas. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

### National Curriculum statement

‘Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.’

### Aims and Objectives

The objectives of teaching music in our school follow those set out in the national curriculum and will enable children to:

- ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Planning and teaching

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term. Our school uses various resources and schemes to support the teaching and learning of music. The newest music scheme being used is Kapow, which provides teachers with themed units of work across the year. This includes instructional videos for teachers to help them deliver good quality lessons and is supports the National Curriculum requirements. We also use Music Express and Sing Up as a bank of ideas, resources and songs that the children can also learn from effectively. Wherever possible, music provides a practical, exploratory and child-led approach to musical learning and supports all learning styles. Music is planned to include links to other subject areas as set out in our school curriculum map and termly maps.

## **Assessment**

Assessment is undertaken in a range of ways...

- ♣ Questioning in order to understand children's musical understanding, ie open-ended questioning and using the outcomes to guide formative assessment.
- ♣ Sharing what has taken place during the lesson which is also a great skill when working towards performing to an audience.
- ♣ Videos, photographs and voice recordings can be taken to evaluate progression, monitored by the subject leader.
- ♣ Target Tracker assessment statements.

## **The Foundation Stage**

Music is taught in reception classes as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

## **Music Hub Lessons**

The children in Years 3 and 5 receive specialist music teaching to learn to play djembe drums. There are 15 weekly lessons for each year group. The children in Year 4 learn ukuleles and have 30 lessons.

## **Music for Schools**

A peripatetic music teacher comes to school once a week to give private tuition on instruments such as clarinet, flute, cornet and saxophone.

## **Cross Curricula Links**

### Literacy

Music contributes significantly to the teaching of Literacy by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. In animation projects music can be an effective vehicle to contribute to creativity within the curriculum.

### Maths

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children can learn and practise maths skills through singing relevant songs. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

### Topic

The music scheme Kapow has units of learning based on a theme which match many of our topics. The

subject leader has planned lessons, ideas and suggestions for further music links to topics that the teachers can use to enhance their lessons.

### MFL

Music is a very useful tool to teach the children modern foreign languages such as French. The songs help the children to retain the information and learn to speak a language in a fun, motivated way.

### **Personal, social and health education and citizenship**

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

### **Spiritual, moral, social and cultural development**

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Our children have the opportunity to encounter music from many cultures through their lessons and with live music wherever possible. Through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

### **Music and ICT**

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children can use Purple Mash to compose music. They also use ICT to enhance their research skills through using the internet. They listen to music on the internet, and they can record their own compositions using cameras or iPads. They can also use music to enhance their cross-curricular work e.g. creating soundtracks for their animations and podcasts.

### **Music and inclusion**

At our school we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

### **Resources**

All staff have the logins for Kapow and Sing Up to be able to access all the interactive resources online. All staff have their year group's Music Express book and CD discs to use as a resource when relevant. All instruments are stored in one place and are accessible to all staff.

### **Monitoring and review**

The subject leader will monitor the teaching of music and support all teaching staff with updates and resources throughout the year.

**Review Date: September 2023**

**Next Review Date: September 2024**

