

Pray, Learn, Achieve and Celebrate Together



# Music Policy

*"Addressing one another in psalms and hymns  
and spiritual songs, singing and making melody to the  
Lord with your heart"*

*Ephesians 5:19*

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## Music Policy

### School Mission Statement:

St Gabriel's Catholic Primary School is a nurturing and inclusive community, united through the love of Jesus and inspired by Christian values to share the Good News.

**"A new commandment I give unto you: that you love one another as I have loved you."**

**John 13:34**

Our Mission will be fulfilled through the line in our school prayer:

**"Treat others as you would like to be treated yourself,"**

and the promotion of Our Core Values:

**Respect:** We respect others and their property.

**Love:** We are kind, caring and helpful; we think about others and do not hurt other people's feelings.

**Forgiveness:** We ask for forgiveness when we have done something wrong and we do not hold grudges.

**Honesty:** We are honest and never hide the truth.

**Courage:** We show courage when things are difficult and keep on trying.

**Effort:** We work hard and do not waste time.

**Responsibility:** We take responsibility for our own actions.

### **Curriculum Intent:**

At St Gabriel's Primary School, we aim to engage, motivate 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.

Music teaching at St Gabriel's aims to follow the requirements of the National Curriculum for Music; through creating progressive small steps that meet the needs of all children.

Our Music curriculum intends to celebrate and recognise that each child is unique and encourages them to reach their full potential as Musicians. We look to help children become skilled, confident and creative Musicians. Alongside this, we aim to provide children with opportunities to broaden their knowledge and experiences of Music by learning about the concepts of: listening, instruments, performance and composition.

Music is an integral part of everyday life and at St Gabriel's we strive to give children the opportunity to communicate through music, use it for expression, creativity and personal development. We also aim to reflect the culture and society we live in and link to our community values. Lessons enable children to get a wider view of the world and experience music in various forms.

### **The national curriculum for music aims to ensure that all pupils:**

- 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.

### Music National Curriculum Aims:

#### 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 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

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 Music of music.

#### Music Planning:

- Our long-term planning maps the Music units studied in each term within each year group.
- The subject leader devises this plan in conjunction with teaching colleagues in each year group. This information can be found on the curriculum information section on the St Gabriel's Primary School website.
- We plan the topics in Music so that they build on prior learning.
- Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

### **Music in Foundation Stage:**

Staff in Early Years are keen and aware that Music is key to development in the younger years. They utilise it effectively in their daily routines; with songs playing a major role in various activities and introductions. Early years also provide the children with instruments to use in the continuous provision aspect of their curriculum, and will alter these dependent on the time of year. In EYFS, pupils focus on Early Learning Goals in expressive for arts and design: exploring and using media and materials and being imaginative. Children sing songs, make music and dance, and experiment with ways of changing them. Further, they are encouraged to express their ideas, thoughts and feelings through music.

### **Teaching Styles in Music:**

Music lessons are active and musical sound is the dominant language of the teaching and learning. Throughout St Gabriel's, there is a focus on musical learning and progression, encouraging pupils to develop as active musicians and for teachers to be active musicians in the classroom too. Teachers model and demonstrate when required, however care is taken to ensure musical learning is not delayed by lengthy verbal starters, teacher talk and 3 non-musical activities. Learning objectives do not need to be explicitly shared with pupils at the beginning of lessons; however desired learning outcomes should be sufficiently challenging and clear. Attention is paid to eliciting higher quality aural and practical responses which demonstrate better musical quality. Music lessons should always have appropriate musical dimensions. In lessons, pupils are regularly encouraged to practise, compose or perform with instruments.

### **The Wider Curriculum and Music:**

At St Gabriel's, we believe that giving children the opportunity to experience Music from outside sources is key to deepening their learning. Our Year 4 children learn to play a Wider Opportunities instrument through the instruction provided by Wigan Council. Further, we try to incorporate many visitors into our curriculum to enrich their experiences: Music Alive, Pop Project, Junk Jam. Etc.

Finally, each year group ascertains where music links in their topic, and will strive to incorporate a 'Music of Music' session that supports the objectives.

### **Inclusion in Music:**

- At our school we teach Music to all children, whatever their ability and individual needs. This is in accordance with the school's curriculum policy of providing 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.
- When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials and style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.
- Assessments made by teachers against National Curriculum and the expected statements for Music allow us to consider each child's progress and attainment in relation to where they should be for their age. This helps us ensure that our teaching is matched to the child's needs.
- We enable all pupils to have access to the full range of activities involved in learning Music. Where children are to participate in activities outside the classroom, for examples, a visit to a museum, we

carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment in Music:**

Music is assessed on a half termly basis, as the children complete their Creative Weeks. The class teachers will assess the children against set objectives, and ascertain whether the child is reaching Age Related expectation for that point in the year. These objectives are then revisited throughout the year, to enable a depth of learning. At the end of each half term, a monitoring sheet is sent to all staff, which tracks the progress of learners, and allows the Music Co-coordinator to consider gaps in learning or support. The knowledge organisers that are displayed on the boards, will be used so the children can self-assess against the criteria for the unit.

### **Staff Roles and Responsibilities in Music:**

Staff are vital in supporting the class teachers in creating engaging and enriching lessons, with high quality language. They should also utilise the knowledge organisers to develop their own CPD and support further in class.

#### **Teachers Role:**

The teachers are vital in facilitating an environment in which Music is engaging and accessible to all children. Teachers are also responsible for the half termly assessment of their children against the objectives provided, and creating systematic sessions that enable learning.

#### **Subject Leaders Role:**

The Subject leader is vital in creating a long term plan, which appropriately spreads the objectives across the year. Also, to monitor the teaching of music through supportive team teaching, tracking of data and pupil voice questionnaires. The subject leader will also need to make sure the knowledge organisers are up to date and align with the long term plan.

#### **SMT Role:**

The SMT role is to:

- maintain an overview of the Curriculum being covered in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review and update the policy..
- To keep up to date and inform staff on latest information and requirements.
- To inform Governors about the school's performance on at least a termly basis.
- Map out CPD requirements.
- Implement Performance Management Cycle.

#### **Governors Role:**

The Governors Role is to monitor the subject, and support where possible. Our Priest, Father Paul, supports the Music co-ordinator by providing high quality music for singing practises and masses.

#### **Monitoring of Music:**

Monitoring of music is complete through many different ways:

- The staff are asked to continually track the progress of their children and to send the data to the co-ordinator to monitor.
- The co-ordinator utilises questionnaires to see where support is needed.
- The co-ordinator uses drop ins and analysis of work to see pitch, expectation and quality of teaching.