



Music Policy

St Joseph's is a **happy**, welcoming **community**, enriched by our **diversity**, where we strive to be **better than our best**.

A place where we **love** one another, love **learning**, love **Jesus** and **love life**.

Date of Policy	Autumn Term 2023
Next Review	Autumn Term 2024

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Statement of Intent:

Our intent is that every pupil is a musician, developing as a performer, singer, and composer; with the ability to listen and to critically analyse music. The National Curriculum is at the heart of the document, developing incremental improvement lesson by lesson and building on the ambition of the Model Music Curriculum as at St Joseph's we believe **'Every child has the right to an education' (Article 28)**.

Singing is a "Golden Thread" (National Plan for Music Education) ensuring that pupils sing and develop their technique every lesson. Pupils will develop deep musical knowledge of music through demonstrating the musical skills they have learnt.

The three pillars of learning; technical, constructive, and expressive are all embedded through practical music making and analysis. By giving explicit singing and listening examples we are making sure that pupils are exposed to a breadth of musical styles and genres, embedding the work of the great composers as key artists in that particular style.

High quality music teaching is our goal, making sure that there is progression between all Key stages, ensuring standard use of vocabulary and being explicit in the musical knowledge and skills pupils will learn by the end of KS2, ensuring continued high-quality music teaching at Key stage 3 through deeply embedded skills. Repetition and incremental improvement are key to effective music learning, making sure that deep knowledge is embedded and that pupils don't purely experience music.

Implementation:

The progress map demonstrates the expected outcome for each pupil at the end of year group, giving clear outcomes based on Technical, constructive, and expressive skills. This will be achieved overtime through repetition of exercises.

Each toolkit contains 4 components, each containing key skills (such as singing, listening, and composing) to develop as musicians. We have deliberately not given the amount of teaching time for each component, as it will depend on the pupils and the class, but it is expected that all components will be completed by the end of each term. There are links

to videos and examples to support the teaching but are not intended for teachers to show to the class. High quality music teaching succeeds when the teacher is leading the music, giving suggestions for improvement, and ultimately allowing the pupils to have more control of the sound they are making.

Impact:

Pupils will be able performers moving from confidence in Rhythm and pulse in Year 1 and 2, Pitch and Melody in Year 3 and 4 and then developing a rounded musician at Year 5 and 6. Pupils will sing, perform, compose, and appraise confidently having been nurtured as musicians. Controlling the sound is key to pupils demonstrating their development and ability as musicians, having more control and the intent of the music.

Aims and objectives:

Music is a very special way of communicating that can enthuse and stimulate children in their learning. It is a way of expressing oneself and it can highly influence the personal development of people. 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. It is a creative and fun activity but can also be a highly challenging subject.

It also plays an important part in helping children feel part of the community. We aim to provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical genres and to begin to form opinions and critique the quality of music.

The aims of music teaching are to enable children to:

- Know and understand how sounds are made and then organized into musical structures.
- Know how music is made through a variety of instruments.
- Know how music is composed and written down.

- Know how music is influenced by the time, place, and purpose for which it was written.
- Develop the interrelated skills of performing, composing, and appreciating music.

Music curriculum planning:

The school music curriculum is broken down into the 6 threshold concepts:

1. Pitch
2. Rhythm
3. Melody
4. Active listening and appraising
5. Performing
6. Singing.

Our progress map demonstrates the expected outcome for each pupil at the end of year group, giving clear outcomes based on Technical, constructive, and expressive skills. This will be achieved overtime through repetition of exercises.

Through toolkits linked to this progress map we teach music through 4 identified components which cover the knowledge, skills and understanding set out the National Curriculum and Foundation Stage Statutory Framework.

Foundation Stage:

We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts; Being imaginative, identified in the Foundation Stage Framework (2014).

We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). 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.

The contribution of music to teaching in other curriculum areas:

The use of music throughout the curriculum can be hugely valuable in supporting and promoting learning. Teaching staff should consider how music and singing can be used in a subject area to facilitate learning and enhance the learning experiences of our pupils when planning units of work.

Teaching music to children with special needs:

We teach music to all children in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to need of children with barriers to their learning and our work in music considers the targets set for individual children in their support plans.

Assessment and recording:

Teachers use AfL strategies to assess children's musical skills and development by making informal judgements as they observe them during lessons. At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report.

Additional and extra resources:

It is the collective responsibility of all the teaching staff to report to the subject coordinator any damaged resources or resource needs to facilitate high quality teaching and learning in music. Monitoring and review

The music subject leader supports colleagues in the teaching of music, is informed about current developments in the subject and provides a

strategic lead and direction for the subject in the school. Teachers are advised to inform parents if children show talents in Music e.g. recommending peripatetic lessons or attendance to choir.

Additional Opportunities:

- We have music specialists who teach clarinet, violin, guitar and drum lessons weekly to children who request them.
- Across school, children are exposed to a wide range of musical styles linked to various cultures represented within school through arranged workshops.
- KS2 have opportunities to attend a Musical Theatre Club afterschool.
- The Choir take part in a number of choral events throughout the year and entertain in the local community.
- We use the whole school's skills to perform in the Christmas Productions singing and assemblies.
- The music played during assemblies and Celebration of the word encourages children to sing and perform.
- Musical themed days are celebrated across the school year.
- Children experience live music through live bands during celebratory events and music workshops (e.g. African Drumming).

The policy is to be reviewed during: Autumn 2024