St Peter's C of E Primary School Music Policy 2024

Aims and Objectives

Music is a universal language that embodies one of the highest forms of creativity. It can be a vehicle for personal expression and can play an important part in the personal development of children. 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 are part of. Besides being a creative and enjoyable activity, music plays an important part in promoting children's self-confidence. We provide opportunities for all children to create, play, perform and enjoy music, to develop their skills, to appreciate a wide variety of musical genres and to begin to make judgements about the quality of music.

There are four main objectives of teaching music in our school, which are to enable children:

• to perform; through singing and using their voices and by having the opportunity to learn a musical instrument in Key Stage 2, which will allow them to begin to experience reading musical notation

• to compose by creating music on their own and with others by using technology and instruments appropriately.

• to transcribe; through knowing and understanding how music is created, produced, communicated and then organised into musical structures, including pitch, duration, dynamics, tempo, timbre, texture and structure.

• to describe music; by listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Teaching and Learning

We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and enjoy singing with other people.

Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music.

As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. Working collaboratively to make music together is a core skill that we build into many of the music units. Throughout their time in Key Stage 2 we are working towards all children having the opportunity to play a tuned instrument, where they use their previous knowledge and

understanding of musicality to play pieces of music, individually or as part of an ensemble.

We recognise that in all classes children have a wide range of musical ability and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

• setting tasks which are open-ended and can have a variety of responses;

• setting tasks of increasing difficulty (not all children complete all tasks);

• grouping children in mixed ability groups so that children who have had less musical experiences can benefit from the knowledge and expertise of those children who have greater musical knowledge;

• providing resources of different complexity, depending on the ability of the child;

• using LSA's to support the work of individuals or groups of children.

Additional Music Teaching

We provide opportunities for children in Key Stage 1 and 2 to learn to play a ranged of tuned instrument through private tuition. I Rock also come into the school each week where private lessons are available throughout the school day.

First Access Music tuition

We have taken up the opportunity to provide free musical tuition to year 3 and 4 children through the Essex Music Service. The school has added to this funding to provide 2 year 3 /4 classes a 10-week block of musical tuition on the ukulele.

Music Curriculum Planning

Our school uses a variety of resources for music planning but 'Charanga Music', supported by the Essex Music Hub, provides a wealth of songs and musical resources to support the teaching of the new music curriculum.

While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. Sometimes children learn music with cross-curricular links to other subjects, particularly in curriculum themes. We teach the knowledge, skills and understanding set out in the National Curriculum.

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking, listening and drama. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Children have the opportunity to use a variety of resources to develop

research skills when finding out about the history of music and musicians. Music is also used to simulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

The teaching of music contributes to the children's mathematical understanding in a variety of ways. 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 are mathematically based.

Personal, Social Health and Economic Education (PSHE) and Citizenship

Music contributes significantly to the teaching of personal, social, health and economic education and citizenship. Through the common goal of making music, children learn to work effectively with other people and to build good relationships. Music is the basis of many social experiences and has an important role to play in building self-confidence. Participation in successful public musical performances can be one of the most memorable occasions for children 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. Children at St Peter's have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop positive attitudes towards diversity in other cultures. We have weekly singing assemblies where children share the experience of learning new hymns and songs that are linked to the weekly theme of assemblies and the church calendar.

ICT

Children have opportunities to use ICT in music through:

• composing and recording musical pieces using software and Apps

• using the I pads to record and evaluate their performance, composing music to set the scene and create atmosphere that matches the footage;

• using apps on the I pad and Interactive Whiteboard to enable them to consolidate their understanding of musical notations and compose their own pieces of music.

PE

During PE sessions children respond to music through dance and movement, either in groups or individually, often using a story or text to stimulate the movement. SCS use a variety of music whist teaching the gymnastics module in the curriculum, allowing children to show expression through movement.

Music and Inclusion

At our school we teach music to all children, whatever their ability and individual needs. The school places a high priority on music teaching as part of our commitment to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make the best possible personal progress and achievements. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, and those with special gifts and talents.

Extra-curricular music

According to the term and staff availability, clubs enable the children to participate in music making through activities including playing recorders, dance, drama and practising for events such as the Young Voices concert. We are currently starting up our own school choir.

Assessment for Learning

Assessment for learning is ongoing in music lessons, mainly through observation of pupils, questioning and recording of practical music-making activities. The children are then assessed against the milestones for progress in order to comment on their progress in the School annual reports. These are sent out towards the end of the academic year.

Evidence of children's work may include video clips, lesson plans and recorded outcomes when applicable, which are used to demonstrate the expected level of achievement in music for each age group in the school.

Resources

The school is equipped with a wide variety of tuned and untuned percussion instruments stored in a designated music room. These instruments are labelled in appropriate boxes to enable older children to easily access the resources. Children who are learning a ukulele are loaned the instrument whilst completing music tuition to enable them to practise at home.

A range of CDs and songbooks are kept in the Music room and all staff have access to Charanga Music login that they can access at home and at school.

Monitoring and Review

The Music Subject Leader, together with the Senior Leadership Team, monitors the quality of learning and teaching in music across the school. The work of the Subject Leader also involves supporting colleagues in the teaching of music, providing a strategic lead and direction for music in the school including organising extra-curricular and performance opportunities.

This policy will be reviewed at least every three years.

Updated November 2024 by Claire Angel (school music lead)