

Music Policy



Date of Amendment: May 2020

Review Date: May 2023

Music

'Realising the potential of every child within a caring, Christian community.'

Music Intent

The intention at St Thomas of Canterbury Church of England Junior School is to make music an integral part of community life through worship, lessons and extra-curricular activities, which include the school choir and orchestra. Music promotes personal development, confidence, dedication and creativity. Therefore, we strive for our pupils to develop an appreciation for a wide range of musical styles and genres, through regular opportunities to perform, compose, listen to, analyse and discuss music. Children of all abilities are challenged and encouraged to grow as musicians. By nurturing a love, enjoyment and curiosity for music, we aim to demonstrate the influence and value it can provide to so many people. By having a positive experience of music at St Thomas' we hope that the children will continue to embrace their passion for music during their school life and into adulthood.

Implementation

There are three units of work each year (a term each) and these involve a range of engaging listening, composition and performance activities. Through a carefully planned music curriculum, children are exposed to a range of musical styles and genres. They also learn the essential musical vocabulary so that they are able to discuss music and understand the different elements that need to be considered when composing or performing. Each year group spends one term learning keyboard skills, which involves the children learning to read music and also compose their own pieces. These lessons are well differentiated so that they meet the needs of children who are already learning to play an instrument as well as children who are complete beginners. All children have at least a basic understanding of reading music by the time they leave St Thomas'. We are fortunate to have enough keyboards for whole class lessons. We also have a fantastic range of percussion instruments including Samba drums and African drums.

We have a very popular school choir, that all children can be part of, as well as a school orchestra for those who have instrumental lessons. It is crucial that the children understand the importance of being reliable and dedicated to rehearsals. Through many events and concerts, the children are encouraged to showcase their musical talents to a range of audiences all year round.

Impact

Through a rich and varied curriculum and their overall experience of music at St Thomas', children will discover areas of particular strength as well as areas to improve on and have an understanding as to how to do this. Children are able to enjoy music, whether through performance, composition, as a listener or all three. They will show an appreciation of music from different places and cultures across the world. They understand the key elements and vocabulary used within music, enabling them to move on to secondary school as confident musicians.

Compliance Statement

We at St Thomas' agree to follow the national Curriculum 2014 guidelines.

Learning Outcomes

In Key Stage 2 children should be taught to:

1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
2. Improvise and compose music for a range of purposes using the inter-related dimensions of music.
3. Listen with attention to detail and recall sounds with increasing aural memory.
4. Use and understand staff and other musical notations.
5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great musicians and composers.
6. Develop an understanding of the history of music.

Learning across the Curriculum

As well as making its own contribution to the primary curriculum, music also contributes to many other subject areas. There are links with history and geography as well as art.

In Numeracy the links can be made between:

- ♪ Number sequencing – metre (beats in a bar);
- ♪ Time and space, linked to tempo and duration;
- ♪ Patterns – rhythmic and melodic repetition;
- ♪ Symmetry – a rhythm or melody played backwards;
- ♪ Counting – layers of sounds in musical textures, rounds and accumulative songs.

In literacy the links can be made between:

- ♪ Listening skills – rhythmic patterns using syllables and rhyming patterns using structure;
- ♪ Reading musical scores – following the same left to right procedure and interpreting symbols;
- ♪ Speaking – developing the ability to evaluate and discuss musical sounds using the appropriate vocabulary;
- ♪ Punctuation – indicating a space of time or giving information.

Equal opportunities/ SEN

Music offers opportunities for every pupil regardless of gender, cultural, intellectual or social differences. We aim to make appropriate provision for pupils identified as having special educational needs. The most effective teaching in the classroom for children with special educational needs is the same as for all children: that is teaching which is relevant and will encourage, interest and motivate them. There are many ways in which the work can be adapted in order to meet the needs of the full ability range. These include varying input, changing the content or task, availability of resources, the grouping of pupils, support from the class teacher or TA and response/outcome.

Disability Equality Scheme

At St Thomas of Canterbury Church of England Junior School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan. (December 2007)

It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support (where necessary), that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all 'reasonable adjustments' are made to help both children and adults with identified special needs and disabilities to participate in the Music curriculum.

PSHE

The music scheme of work provides opportunities to promote PSHE and Citizenship in a number of ways. For example:

- ♪ It is an expressive art through which the children can communicate and share sounds regardless of age, race, gender or class;
- ♪ It is a vehicle for personal and communal expression through performing and composing;
- ♪ It is a fundamental and life enhancing experience which is practised in all cultures and societies;
- ♪ It assists with the artistic and aesthetic development through a cross curricular and multi-cultural approach.

Links with other school policies

The music policy addresses the issues relating to equal opportunities, children with special educational needs, the health and safety of pupils and staff and teaching and learning by incorporating the principles, values aims and objectives found in the following school policies: Equal Opportunities; Special Needs; Health & Safety; Teaching & Learning; Gifted & Talented.

Extra-Curricular music

At St Thomas' we offer a range of extra-curricular activities. At present these include a whole school choir and an orchestra. These groups are taken by staff. Children can perform on a variety of occasions including collective worship, school concerts, concerts outside of school and Eucharists.

We also offer private instrumental lessons to those children wishing to learn a specific instrument including guitar, clarinet, saxophone, flute, piano, keyboard, drums and oboe. We have a number of qualified peripatetic music teachers giving instruction in a range of instruments. We feel that this tuition enhances the quality of teaching and learning of music within the school.

Assessment, Recording and Reporting

Assessment will be ongoing and will include observation, questioning and the evaluation of work through listening to, or watching a recording made. Self-assessment is an important part of the music curriculum and the children will be expected to improve upon their performances through feedback and discussion. Assessment will be in line with the whole school assessment policy and evidence of coverage and standards will be retained by the music curriculum leader. Curriculum coverage and individual attainment will be reported to parents, colleagues and schools in the next phase.

Monitoring and Evaluating - The Role of the Curriculum Leader

The curriculum leader will monitor, advise, promote confidence and model good practice amongst staff and pupils. They are also responsible for either leading or organising the extra-curricular activities, including the organisation of concerts and trips. They will also evaluate, monitor and update the scheme and its resources. The schemes are in the process of being updated and will start being used from September 2020.

Resources

The music curriculum leader will ensure that staff and pupils have access to and experience of materials that excite and facilitate good practice. The curriculum leader, with the help of the music captains (Year 6 children) will regularly check that the instruments are tidy and in good condition. These are stored in the music suite.

Mastery in Music

Effective mastery in Music encourages all pupils to think deeply and reflect on their musical preferences across a range of genres. Higher order questioning during lessons ensures that pupils can reflect and explore a range of different musical techniques. Children are encouraged to compose their own pieces of music and record using graphic score. Pupils are encouraged to compare and contrast different styles of music from a range of cultures and historical periods including the work of Great Composers. Children have the use of high quality resources such as tuned and untuned percussion instruments and we also have keyboards so that children leave the juniors with a basic understanding of how to read and play from notated music.

Review

The policy will be reviewed at least every 3 years, or as new guidance becomes available to schools from the Local Authority (LA) or Department of Education (DfE).

Policy reviewed: May 2020

Next policy review date: May 2023