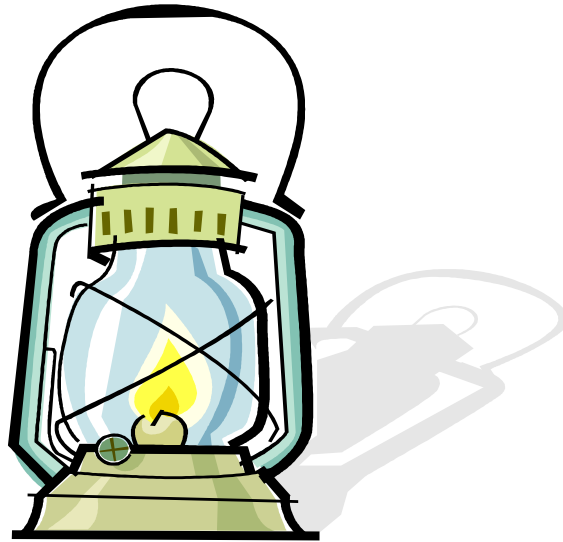




MUSIC POLICY



AUTUMN 2023



“Shine like a lantern in the presence of the Lord.”

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Introduction

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Music has a power to touch feelings and inspire emotions which transcends age and cultural differences. It enables children to develop listening, visual and co-ordination skills. Children also have the opportunity to enhance their concentration skills, their self-discipline and the skill of evaluating and appraising.

Intent :

Here at St Bedes we want to see our pupils thrive as successful learners through high quality teaching of our knowledge led curriculum. We encourage our pupils to relate well to one another with empathy and honesty. We aim to meet the needs of all learners through our curriculum, challenging them and enabling them to think critically. We want all pupils to know the best of what has been thought or said, thus having the knowledge, skills, behaviours and attitudes to **keep moving forward**.

High-quality Music lessons will inspire children through **communication, collaboration and .curiosity**.

Aims

The aims of the music programme are related to the overall aims of the school.

We aim to:

- enable all children, regardless of gender, race , background or ability, to develop their full potential through a variety of musical activities.
- enable to the children to sing with confidence
- develop improvising and composing skills
- develop listening and appraising skills pieces from a wide range of cultures and traditions that ensure we reflect the our school and wider community
- promote the benefits, both educationally and socially, of participating in music in school and in the wider community.
- develop self-expression and explore the emotional potential of music.
- promote positive attitudes towards other cultures and tastes from a variety of periods in time.
- offer extra-curricular activities which further develop skills.
- help children appreciate the support for Christian worship and values that can be provided by sacred and secular music.

Implementation

Music is a practical activity where children learn through first hand experience. Therefore, in music lessons, children are active whether it be through performing, composing, listening or understanding.

The core music curriculum is delivered by the music teacher to all children from Foundation stage to Year 6. From Year 1 onwards, each class has music timetabled for one hour per week in a single one-hour session. In addition, class teachers make use of music as a tool to support and inspire cross-curricular activities.

The music programme has been developed in line with the National Curriculum 2014.

FOUNDATION STAGE

Nursery/Reception

A 20-30 minute music session is led once a week. It reflects the aims of being expressive within the Early Learning Goal of Expressive Arts and Design.

This includes singing and movement; helping the children to keep in time with the beat, find their voice and sing in tune and become familiar with percussion instruments; the themes of the lessons reflecting year group topics, events and feast days.

Children in Reception and Nursery each perform a Christmas nativity and the reception classes perform an assembly to families once a year.

Children learn to improvise, explore and create sounds in simple structures in accordance with National Curriculum guidelines. This can be related to a current topic to provide cross-curricular opportunities or, indeed, for the sheer pleasure of creating sound. They are taught and encouraged to understand, use and describe a range of musical dimensions in their music making.

KEY STAGE 1

Skills

Children:

- use their voices to sing in unison, in rounds and in 2 simple parts – ‘call and answer’
- use body movements expressively and to demonstrate understanding
- play tuned and untuned instruments alone and with others.
- play and perform from memory and using simple graphic scores.
- begin to describe music using musical terms including dynamics and tempo
- listen to music from different times and places, recognising changes in substance, mood and learning how sounds are made.
- develop their musical vocabulary in order to assess and discuss the sounds they have heard.
- can interpret different sounds with given and invented symbols and are introduced to simple conventional musical notation
- Children are given the opportunity to perform in the KS1 Christmas Nativity;
- Each class also performs an assembly each year to their families and to other classes.

KEY STAGE 2

Skills

Children :

- play and perform accurately and confidently controlling diction and musical dimensions through vocal and instrumental means.
- sing in unison, in rounds, in 2, 3 or 4 parts,
- play tuned and untuned instruments alone and with others, both composing their own music and performing a range of melodies and accompaniments
- play and perform from memory and from standard and graphic notation and compose using both
- Opportunities to learn a tuned instrument for a sustained amount of time (recorder/ukulele) as a route to learning other tuned instruments
- respond to music, identifying musical dimensions, mood and character
- are able to understand and appreciate music from other cultures and tastes, from a variety of periods in time using increasing musical knowledge and vocabulary while expressing their opinions freely and safely
- given the opportunity to perform and listen at assemblies, Masses and religious services and concerts

Impact

Children will build musical confidence through active engagement with music as performers, music-creators and audience

Live performances

Performances by musicians from the Redbridge Music Service take place in school every year, with every child in KS1 and KS2 having the opportunity to hear at least one.

In addition to this, children learning to play instruments are given the opportunity to play to their peers in class, in assemblies and in more formal concerts throughout the year. Opportunities are also created for live performances to enhance learning.

Choir

Up to 30 children in years 5 and 6 participate in the school choir which meets weekly after school throughout the year. This offers the opportunity for children to extend their group music making skills, general social skill and to improve their own individual vocal performance.

Through the choir, children have the opportunity to perform at the following events:-

- Whole-school Masses.
- Concerts, given twice a year for Governors, teachers, pupils and parents.
- Carol Singing at community venues such as the local church and hospitals.
- Diocese of Brentwood/Redbridge events.
- The Redbridge Music Service biennial Royal Albert Hall Festival and Singing Festival.

Religious Music

Music plays a major role in the ethos of a Catholic school as it plays a vital part in developing a child's relationship with God and the Church. All children sing hymns at weekly assemblies and on special occasions in church alongside use of religious music in their RE lessons. Years 2-6 attend singing worship which reflects the liturgy of the church while giving further opportunity to develop their singing ability.

Special Needs

Music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. It should be recognised that there will be children who will be **gifted and talented** and they should have opportunities to be challenged.

Adaptations can include:

1. Child groupings e.g. ability or mixed ability groups, paired or individual activities.
2. Resources e.g. a variety of equipment for different levels of ability.
3. Child activity, e.g. different tasks, responsibilities and activity together with a variation of pace within the lesson to meet the children's potential.
4. Extra-curricular activity to extend ability.

Inclusion

All children are given access to the Music Curriculum and extra-curricular activities regardless of gender, race, disability or financial background.

During class music lesson time all children are taught within mixed groups and given access to all areas of the curriculum.

No child will be exempt for financial reasons and children who are eligible for free school meals can receive instrumental lessons at no cost to the family. Most music clubs are currently delivered with no cost to the children, with the exception of year 3 Violin club for which a small sum is payable annually to cover the cost of the visiting peripatetic teacher.

Progression and Assessment

The music programme is monitored and reviewed.

Observation and sound and video recording are used to collect evidence of progress as is discussion as well as answering questions through the 3P's – present, previous and past topics, quizzes and self-assessment.

Assessment for Learning is an integral part both of teacher's assessment and of pupil's self-assessment, used throughout each music lesson, and end of topic statements provide the basis of half termly summative teacher assessment.

The criteria which can be used in assessing children's work in music includes:-

- accuracy
- flexibility
- co-operation
- imagination
- responsibility
- self-expression

Health & Safety

An annual safety inspection is carried out on all electrical equipment while musical instruments are checked regularly.

Instrumental lessons

Instrumental lessons for woodwind, brass, violin, guitar and piano are available for children in year 3 upwards. Teachers are from the Redbridge music service. Children receive up to 30 minutes small group or individual tuition on the instrument of their choice (dependent on physical suitability). Instrumentalists are offered the chance to perform during school assemblies and concerts and are encouraged to further both their musical and instrumental learning by using the instrument for composing and playing activities during class music lessons. Lessons are paid for by parents, financial support is offered to families in receipt of certain benefits.

Role of the Music Lead

The Subject Leader will:

- Take responsibility for the ordering, organisation and storage of all planning and resources related to Music taking note of appropriate safety procedures.
- Attend courses and workshops in order to promote music effectively keeping the Headteacher and staff informed of the latest developments and opportunities.
- Provide opportunities for children to share and celebrate their learning.
- Cater for all SEND and ensure inclusion
- Provide extra – curricular opportunities
- Provide opportunities for pupil voice
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