

English Martyrs' Catholic Primary School



Music Policy

Our Mission

Our children are all unique, beautiful **individuals** but together we are a **masterpiece**, brothers and sisters in **Christ**.

As witnesses of Christ, working together as a **Team**, we strive to promote the **Gospel Values** and Teachings of Jesus by providing a **caring, stimulating environment**, with **nurture, trust, love** and **tolerance** through our spirituality, learning and play. By making connections with Jesus, we promote **high ambitions** and **confidence** to achieve our goals.

Music is a unique way of communicating that can inspire and motivate children. It is an outlet for personal expression and can also play an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music and to develop the skills to critically appreciate a wide variety of musical forms. Music should also be seen as a vehicle for the building of children's self-esteem, confidence, self-discipline and the enhancement of life skills.

Intent

Within our curriculum, we ensure all children are prepared for life, with the skills they need to achieve, aspire and accomplish both academically, emotionally, spiritually and creatively, regardless of their faith, creed or race; meeting every child's potential and their needs. At English Martyrs', this includes meeting the needs of a very mixed community representing a broad range of faiths, ethnicities, creeds and socio-economic circumstances: a significant proportion of children with high needs and are disadvantaged; children living in high social deprivation, asylum seekers, vulnerable children and families who seek security and safety in our school family.

Our intent is for learning without barriers so that all children can succeed.

Our intent is to meet these needs by...

- ...providing exciting opportunities for children to explore their musical talents.
- ...providing the cultural capital needed so that children are well placed for future positive outcomes.
- ...providing all children with bespoke and tailored teaching to ensure their musical needs are met regardless of starting point.
 - ...developing children's early musical skills from the outset.
- ...giving opportunities to use music across the curriculum at all stages and phases.
- ...providing a music rich environment which influences, entices and encourages children of all abilities to thrive.
- ...providing bespoke support for children who have additional needs in music.
- ...providing challenge for all so that all children have the opportunity to reach their potential.
- ...providing opportunities to share knowledge, skills and understanding of basic musical concept with others.
 - ...providing a variety of mediums to explore Music.
- ...providing tailored support for children at all standards in developing their Musical reasoning and understanding so that they can thrive.
- ...providing a range of opportunities for children to experience Music in the living world.

Implementation

At English Martyrs' these intentions will be Implemented by:

Teaching and Learning Style

At English Martyrs' Catholic Primary School, we make music an enjoyable learning experience for all children. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music through appraising. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music of different genres. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them simple musical notation and how to compose music. We recognise that there are children of widely different musical abilities in all classes, so we 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 by:

- *setting common tasks which are open-ended and have a variety of responses;
- *setting tasks of increasing difficulty, including providing challenge
- *providing resources of different complexity depending on the ability of the child;
- *using teaching assistants to support the work of individuals or groups of children.

Planning and Delivery

Our school uses the Kapow Music scheme, as the basis for our curriculum planning. Whilst there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school, as well as studying instrumental schemes closely (where they will play an instrument).

The Kapow website is available to use for support material which fulfils the statutory requirements of the **National Curriculum (2014)**.

There are identified 5 strands which run throughout the scheme of work.

- Performing
- Composing
- Listening
- Inter-related dimensions of music
- The History of Music (KS2 only)

Early Years Foundation Stage

- Music lies within the specific area, Expressive Arts and Design, on the EYFS Curriculum 2021. Staff will plan activities and experiences throughout the year which

allow children to access the statutory education programmes within the Early Years Framework.

- Staff recognise that EYFS progress is not linear and therefore themes will be readdressed many times, in different ways whilst learning in our Early Years Unit at English Martyrs'.
- Teaching staff will complete observations of children against our chosen assessment tool, Birth to Five Matters. These fall into two categories; Creating with Materials and Being Imaginative and Expressive.
- The Early Learning Goals for Expressive arts and Design are set out in the Early Years Statutory Framework and are the aim for all children finishing their Reception year.
- Teaching Staff will be able to refer to information from the Foundation Stage Profiles/End of Year Reports and information passed on by previous teacher, to ascertain where the children are at and plan to build on these experiences accordingly. Assessment is a planned part of all effective teaching and learning.

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.
- 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 history of music.

Cross-curricular links

Music in English Martyrs' Catholic Primary School, as well as making its own distinctive contribution to the school curriculum, also helps to develop skills in other areas, especially in the development of English (language skills, rhythm, research, creative writing, communicating ideas), Maths (patterns, sequences and processes), dance, art, ICT (composing, notation, research, use of iPads and recording for assessment), and PSHE (reflecting, listening, creating, performing).

Special Educational Needs and Disabilities

At our school, we ensure that our curriculum meets the needs of all of our children. We do this by setting suitable learning challenges and responding to each child's different need. This involves tailoring our teaching to ensure that children can access the curriculum and make progress.

Resources

There are sufficient resources for all music teaching units in the school. We keep resources for music in the Hall, including instruments and songbooks. We have access to the Kapow scheme of work online.

Impact

The Holistic Curriculum Team will measure Impact of implementations of the Music curriculum in collaboration with class teachers and SLT through:

Assessment and Recording

Teacher assessment is incorporated into class teachers' termly and weekly planning. We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an on-going process. Evidence may be in books, on display or by photographed and videos, accessed via QR codes.

At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment through the use of KLIPS (Key Learning Indicators of Performance) and Kapow. Children's progress is communicated/reported to parents through the End of Year Academic reports.

Monitoring and Evaluating

The Holistic Curriculum Team, alongside SLT, are responsible for monitoring and evaluating curriculum progress. This is done through book/folder scrutiny, planning scrutiny, lesson observations, pupil interviews, staff discussions and audit of resources.

Curriculum Team responsible: Holistic Team

Policy written: October 2019

Policy agreed by Governors: November 2019

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To be reviewed: September 2023 (Or sooner, in light of developing initiatives)