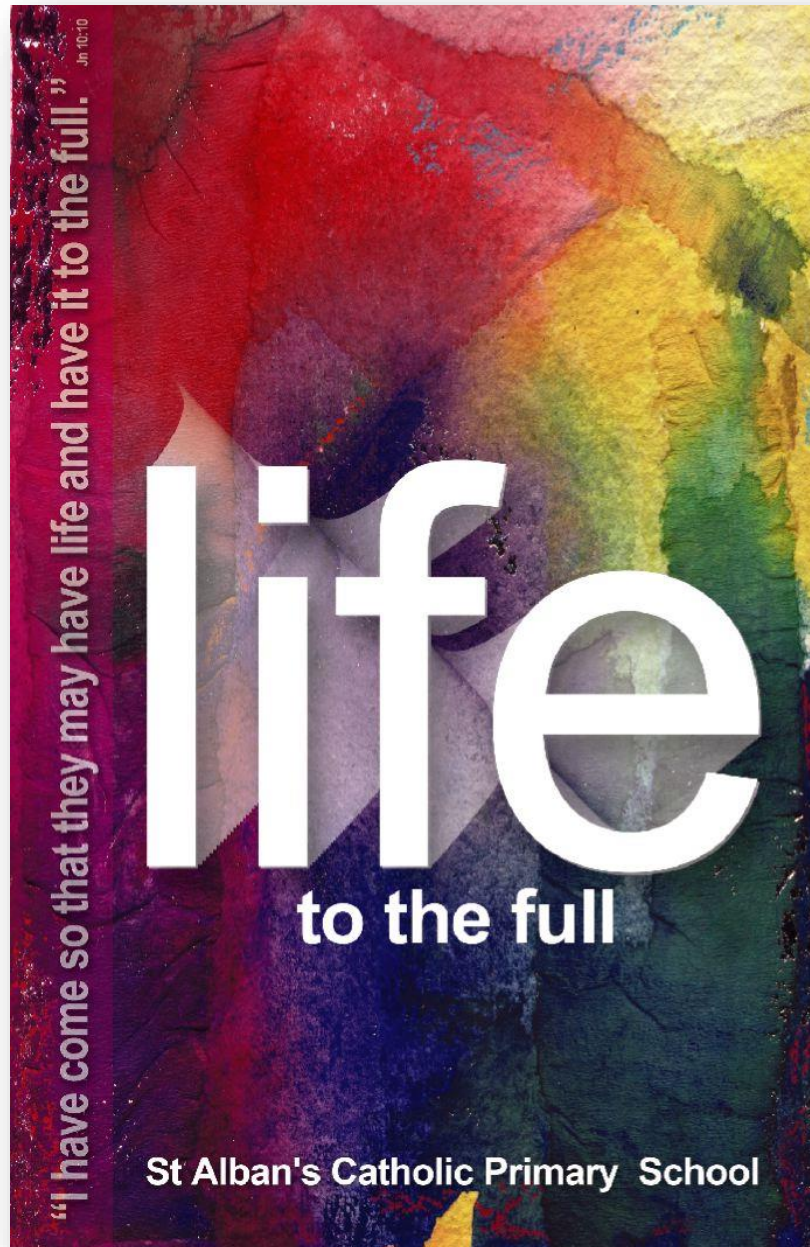


St Alban's Catholic Primary School



Music Policy

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Mission Statement

Jesus said, 'I have come so that they may have life and have it to the full'. (John 10:10)

We will strive towards this vision by:

- Offering a safe and welcoming environment for all;
- Leading the children to a deeper knowledge and understanding of the Catholic faith and fostering the growth of that faith in every member of the school community;
- Enveloping the school in prayer, making worship and liturgy inspiring and meaningful for all;
- Encouraging parents, with the parish community, to fulfil their responsibilities towards the spiritual development of their children especially in regard to the weekly celebration of Mass;
- Ensuring that all children are provided with a challenging and broad curriculum and are offered a wide variety of experiences;
- Expecting the highest standards of achievement and behaviour from all;
- Working in partnership with families to ensure each child reaches their potential.



Role of the music coordinator

As Music Co-ordinator, Maria Robinson has subject responsibility for leading, managing and supporting the delivery of music at St Alban's Catholic Primary School.

The music coordinator:

- is to be responsible to the Headteacher and colleagues for the monitoring of planning, teaching and assessment of music based on the development of the children at each stage
- will monitor in order to support staff and should include learning walks, classroom observation, work scrutiny and discussion with pupils
- will manage resources and facilities for music
- will attend appropriate training, keep up-to-date with current developments and feed these developments back to staff
- will liaise with Gateshead Music Service and its peripatetic staff who teach at our school.

Statement of Intent

- The National Curriculum in England states that "Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon."
- At St Alban's Primary School we intend to make music an enjoyable learning experience for all. We encourage children to participate in a variety of musical experiences to build confidence and understanding. Our teaching (using Charanga Musical School Scheme) develops the children's ability to sing in tune and with increasing control. By singing songs with other people, children learn about different styles and about the structure and organisation of music. We teach them how to listen effectively and to appreciate what they hear using a developing language of appraisal.
- As children get older, we expect them to maintain their concentration for longer to be able to listen to extended pieces of music. Children will also develop descriptive skills when learning that music can represent or evoke feelings and emotions. We teach them the disciplined skill of recognising the interrelated dimensions of music and their effect on the listener. Also, we teach the children how to work with others to compose music and how to perform for an audience.
- Finally, we ensure every child will have the opportunity to hear high quality performances during workshops by visiting musicians from Gateshead Music Service or at concerts in The Sage, Gateshead. Pupils in Y3 will have the opportunity to be taught to play the violin for by a music specialist from Gateshead Music Service. In Y4-6, they will also be offered the chance to play flute/clarinet, guitar or a brass instrument in small groups. In these groups, pupils learn to read music and play as part of an ensemble as well as performing to an audience.

Inclusion

All pupils in our school, irrespective of ability or background will have appropriate differentiated access to the music programme.

The Statutory Framework for the Early Years Foundation Stage, 2021

Expressive arts and design

Expressive arts and design is one of the four specific areas within the Early Years Foundation Stage

“The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.”

Early learning goals

Each specific area is divided into early learning goals. For music, within expressive arts and design, these are:

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

National Curriculum in England: music programmes of study, 2014

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

Following the national curriculum for music, St Alban's Catholic Primary School aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

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.

Pupils should be taught to:

- 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.

Music at St Alban's Catholic Primary School

Intent <i>see full statement above</i>	Implementation	Impact
<p>For all children to enjoy singing and making music, acquiring and retaining knowledge and developing skills in listening, appraising, playing, performing, improvising and composing.</p>	<p>A clear and comprehensive scheme of work by Charanga Musical School which is in line with the National Curriculum. This guides teachers and learners through a well-defined progression in both knowledge and skills.</p> <p>Additional musical experiences are offered through Gateshead Music Service (Key Stage music workshops and KS2 whole class or small group instrumental tuition) and after school clubs, (e.g. choir).</p>	<p>Children will achieve age related expectations in music at the end of the key stage.</p>

- To enable our children to meet the intentions of our music curriculum, we use the Charanga Musical School online scheme.
- In Early Years, Charanga Musical School supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play, focused around nursery rhymes and action songs. Each Unit of Work has a cross-curricular/topic-based focus and a musical focus that will engage the children in activities related to the developmental events taking place in their changing lives.
- In Years 1-6, topics are followed to increase the children's musical knowledge and develop their musical skills.

Progression Documents

Progression in music is shown in the following documents, available as a supplement to this policy. These progression documents are based on those provided by Charanga Musical School.

- Progression of Knowledge & Skills in Charanga Music
- Progression of Knowledge from Y1-Y6 in Charanga Music
- Progression of Skills from Y1-Y6 in Charanga Music
- Progression in the inter-related dimensions of music

Charanga Musical School

Scheme Overview from <https://www.gatesheadsouthtynesidecharanga.co.uk/>

“The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.” © Charanga, 2020

Charanga Musical School

Assessment Framework excerpts taken from <https://www.gatesheadsouthtynesidecharanga.co.uk/>

“This framework links Musical School teaching and learning to step-by-step assessment as welcomed by Ofsted in England.

It uses a PLAN•DO•CHECK•REVIEW approach, supported by planning and assessment documentation, with the facility to upload and store digital evidence – all designed to help clearly demonstrate the progression of your students’ musical knowledge, understanding and skills.

The Musical School Assessment Framework enables teachers in England to respond to Ofsted’s key lines of enquiry concerning the Intent, Implementation and Impact of music education in their school:

- What is your school trying to achieve through its music curriculum? (Intent)
- How is your school’s curriculum being delivered? (Implementation)
- What difference is your school’s curriculum making? (Impact)” © Charanga, 2020

Policy Monitoring and Review

This policy will be updated by the Music Coordinator and evaluated and reviewed by the governors and whole staff every two years.

Date of Policy:
November 2022

Date to be reviewed:
November 2024