



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust

## Music Policy.

### *Our Vision:*

*The St Charles way is for every Child to: Belong, Believe and Blossom.*

### *Rationale:*

*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.*

*Our curriculum develops, nurtures and challenges the whole child and allows them to achieve their God given potential as musicians.*

### *Aims:*

*The national curriculum for music 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.*

## *Objectives:*

*At St Charles Catholic Voluntary Academy we use the 'Charanga Music School' scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. 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 nonspecialist 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 new National Curriculum and is absolutely in line with published OFSTED guidance.*

*EYFS Music plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design. (See Appendix A- Musical Development Matters- Nicola Burke- 2018)*

*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.*

## ***Minimum planning guideline:***

*Planning is based on the units of work in Charanga and supplemented by any additional class adjustments and is found online. Unit cover pages and adjustments are in planning folders.*

*It includes the following: a learning question; the vocabulary needed for the topic; the key skills that will be covered.*

*Each unit is to be ended by a quiz using the sticky knowledge that has been identified in the unit this may include a quiz, a diagram, a word search, true/false questions, practical activity (singing, clapping a rhythm, naming value or names of notes for example.)*

## ***Cross-curricular skills and links:***

*The teaching of Music enhances other curriculum areas. It is the class teachers' responsibility to bridge other areas of the curriculum to Music, broadening the pupil's experiences for example in religion, computing, art and history.*

### ***Extra-Curricular Music***

*The school provides a number of opportunities for children to take part in extra-curricular music including a Young Voices and whistles (in 2 ability groups). Year 3 children take part in 'Come Play with the Halle' in the summer term.*

### ***Performance opportunities***

*Apart from opportunities to record their work and perform for other classes across the school, other opportunities include class assemblies, Christmas performances, Young Voices and other opportunities when they present themselves.*

## ***Continuity and Progression:***

*Each year group builds on skills and knowledge covered in previous years leading to a spiral curriculum of music. Monitoring of music through learning walks, planning and tracking will ensure children will make progress in music. (see Appendix B)*

### ***Differentiation***

*The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to their abilities. Children with exceptional musical skills will be identified at an early stage. The school should support these children by discussing with parents the advantages of receiving appropriate peripatetic music tuition. Opportunities should be given for them to perform in the classroom, during assemblies and in school concerts.*

## ***Equality of Opportunity:***

*The music policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. There is a commitment to value, explore and perform music of all cultures. Music plays an important part in the celebration of religious and cultural festivals.*

### ***Health and safety:***

*Pupils will be taught to use all resources safely when using it during practical activities. Class Teachers and Teaching Assistants will check equipment regularly and report any damage, taking defective equipment out of action. A simple risk assessment will be carried out for all practical activities any perceived hazards will be reported to the Head who will determine the appropriateness of said activity.*

## ***Assessment for Learning, recording and reporting:***

*Throughout the school, teachers will assess whether children are working at/above or below the expected level for their age- based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings and end of year reports. Currently, knowledge data is assessed through end of unit quizzes 2 weeks after the end of a unit; this is further supplemented by the use*

of a regular 'Sticky Knowledge' quizzes. By spring 2021, all teachers will record their assessment of working scientifically onto Insight through the use of iPads.

## ***Role of the subject Leader:***

*The subject leader for Music is responsible for:*

- *Providing leadership and vision*
- *Updating the music policy*
- *Carrying out the requirements of the school improvement plan linked to music.*
- *Monitoring the delivery of the published scheme of work and advising on action needed*
- *Identifying appropriate staff training*
- *Supporting colleagues in their planning and implementation of the scheme of work and in assessment the progress of their children against the age related expectations.*
- *Maintaining a file of evidence, recording a range of music activities throughout the school.*
  - *Planning, providing and maintaining resources.*

## ***Resourcing:***

*The school has a number of tuned and untuned percussion instruments including; xylophones, glockenspiels, chime bars, drums, tambourines, wood blocks, cymbals, triangles, beaters of various sizes, a piano, as well as computers/tablets. Teachers use range of sources to broaden the children's experiences.*

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