



St Anne's Catholic Primary School

Music Policy

1 Introduction

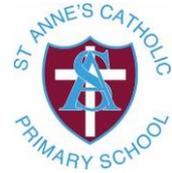
- 1.1 This document is a statement of the aims, principles and strategies for the teaching and learning of Music at St Anne's Catholic Primary School.
- 1.2 A comprehensive Scheme of Work for music is in place to cover the Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2).

2 What is Music?

- 2.1 Music is concerned with the creative, aesthetic and emotional response to rhythmic combinations of sounds.
- 2.2 Music education has two strands; creation and evaluation. The creative element involves children using a variety of instruments for composing, improvising and performing. The evaluative element enables pupils to develop skills in listening to and appraising their own work, and that of other musicians and composers, and to understand the value and significance of Music in society.

3 Aims

- 3.1 Our aims in teaching Music are that all children will build upon their natural responses to Music in order to:
 - i. find enjoyment in creating music and seeing themselves as musicians;
 - ii. find a lasting sense of purpose, achievement and fulfilment in musical expression;
 - iii. develop skills to use a range of instruments (including the voice and body) and techniques competently;
 - iv. feel able to express their ideas and feelings through musical creation;
 - v. learn to listen and analyse what they have heard;
 - vi. develop and continue to extend an appropriate vocabulary to help them understand and discuss their own work and that of others;



- vii. understand the relationship between sound and symbol and begin to develop a knowledge of standard notation for use in composing and performing;
- viii. appreciate and evaluate the work of a range of composers and musicians from varying eras and cultures;
- ix. develop the ability to compose and perform a piece of music individually and within a group;
- x. develop confidence to sing and use a range of percussion and tuned instruments.

4 Principles of the Teaching and Learning of Music

4.1 Music is important because:

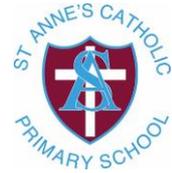
- i. making music can be a very pleasurable activity providing a sense of fulfilment throughout life;
- ii. appreciation of music is heightened by understanding;
- iii. knowledge of the work of a range of musicians and composers contributes to cultural understanding.

4.2 Music is a foundation subject of the National Curriculum (NC) in which the fundamental skills, knowledge and concepts of the subject are set out.

5 Strategies for Quality First Teaching

5.1 The music curriculum is organised as part of an integrated approach to learning, wherein:

- i. music is integrated, where possible, with the various subjects and topics being taught throughout the school. This is reflected through the scheme of work.
- ii. class lessons on movement and performance are used to complement the integrated work.
- iii. each class is allocated a weekly period in the Music Room and the lesson is taught by the Music teacher.
- iv. approximately one and a half hours is spent by both Key Stages on Music related activities, including choir practice, religious, and secular celebrations and assemblies.
- v. the predominant mode of working in Music is class teaching, although co-operative group work and individual work is used where appropriate. Relevant discussion is actively encouraged at all times.

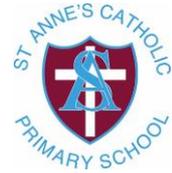


6 Learning

- 6.1 At St Anne's we believe in a system of learning and composing through doing and we aim to help each child achieve competence and control in:
- i. movement and balance;
 - ii. singing; in the classroom, in structured music lessons and weekly taught singing sessions
 - iii. using bodily percussion;
 - iv. making and classifying sounds;
 - v. distinguishing pitch, dynamics, duration, tempo, form, timbre and texture;
 - vi. using instruments;
 - vii. listening and responding
- 6.2 Visitors to the school enrich the Music curriculum. Funding permitting, these include visiting musicians/singers and production troupes from a variety of cultures.
- 6.3 Excellence in Music is celebrated. KS1 and KS2 both participate in a large, phase-based production in the summer term. KS1 and KS2 practise and perform in church concerts in the winter and the EYFS put on a Nativity at Christmas. There are also Year 3 Spring and Summer Recorder concerts which parents attend, talent shows, International Evening performances, a music concert in the summer term, as well as other school religious occasions and individual class assemblies that showcase music and/or singing.

7 Planning

- 7.1 The Music teacher develops children's skills in performing and composing, listening and appraising, through a timetabled weekly music lesson from Nursery to Year 6 (Y6).
- 7.2 A scheme of work in place which the Music teacher follows. The scheme of work specifies which area of the Music curriculum is to be covered each half-term.
- 7.3 Lesson guidelines are set out in each year group for the year.
- 7.4 The Music curriculum for St Anne's is adaptable to individual topics within KS1.



7.5 At KS2 the curriculum is linked primarily with foundation subjects and Science whenever possible.

7.6 The Music co-ordinator is available for consultation and support.

8 Assessment

8.1 This is used to guide the individual progress of pupils in Music. It is carried out formally and informally by the Music teacher in the course of their teaching. Suitable tasks for assessment might include:

- i. small group discussions in the context of a practical task;
- ii. specific assignments for individual pupils;
- iii. individual discussions in which children are encouraged to appraise their own work and progress;
- iv. feedback from teachers to pupils about their progress in Music in order to help them learn. Feedback will always be positive and constructive. It will usually take place while the task is being carried out through discussion;
- v. termly monitoring of pupil's attainment and progress which is recorded using a scoring system (a/b/c) and inputted into excel assessment sheets.

9 Pupils with Special Educational Needs

9.1 Pupils with learning or behavioural difficulties are given equal opportunities for musical development and performance.

9.2 Pupils with particular ability and flair for Music are extended, when possible, through small group tuition and extension.

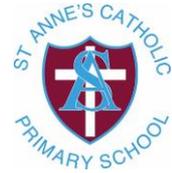
10 The Role of the Co-ordinator

10.1 To take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Music throughout the school;

10.2 To monitor progress in Music throughout the school through assessments and scrutiny of work, observations of lessons and monitoring of planning;

10.3 To take responsibility for purchasing of central resources and their organisation within the school;

10.4 To keep up to date with developments within Music education and to work closely with the LMS hub; disseminating information to colleagues as appropriate.



- 10.5 To help build and develop St Anne's Church Choir in conjunction with the parish priest and church singing leader. Also, to provide musical accompaniment on the church organ for parishioners and the children's church choir at Sunday morning Mass.
- 10.6 Provide free morning instrumental lessons for KS1 and KS1 children on the keyboard, guitar and ukulele. Also, after school drumming clubs are available to KS1 and KS2 children.
- 10.7 Provide opportunities to attend orchestral concerts off-site and classical and popular music performances for KS1 and KS2 children at venues such as the Southbank Centre.

11 Reporting to Parents

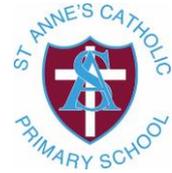
- 11.1 This is done by the class teacher at the end of the academic year through formal and informal meetings and written reports. The music teacher will also use Class Dojo, as appropriate, to communicate with parents and share music information and successes.

12 Central Resources in Music

- 12.1 This is the responsibility of all staff. It includes:
 - i. space for movement ... Music Room and school Hall;
 - ii. pitched and unpitched instruments (kept in Music room);
 - iii. Music books / Mp3's / CDs / Interactive white board
 - iv. recording and listening equipment;
 - v. Music Hi-fi system (mobile and based in the Hall)
 - vi. ICT is a major resource for Music. Children are able to access knowledge about all aspects of Music through the internet and Music orientated programmes. The music co-ordinator can upload resources onto ClassDojo, through eSchools and the school website for pupils to access for homework and for music to be rehearsed in class.

13 Health and Safety

- 13.1 Issues include:
 - i. Safe movement within closed environments;
 - ii. Safe use of electrical equipment;
 - iii. Appropriate use, storage and handling of instruments.



14 Related policies

14.1 See also:

- Assessment;
- Early Years;
- Equal Opportunities;
- Educational Visits;
- Health and Safety;
- More Able;
- SEND;
- Teaching and Learning

Date agreed by governing body on 21/06/2022	Signature of Chair or Vice Chair
Date agreed for review Summer 2025	Frequency of Review Three Years
Responsibility for Review A&C Committee	