

St Thomas of Canterbury Catholic Primary School

'To Love and To Serve'



MUSIC POLICY

Review Date: Nov 2022

The importance of music

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. At St Thomas of Canterbury Catholic Primary School we provide opportunities for all children to create, play, perform, evaluate and enjoy music, to develop their skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

1) Aims

1.1 The aims of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the ability to read musical notation;
- develop the interrelated skills of performing, composing and appreciating music.

2) Teaching and learning style

2.1 At St Thomas of Canterbury School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. 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 to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

2.2 We recognise that in all classes children have a wide range of musical ability, and so we seek to 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:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- teaching whole class groups and small groups;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity, depending on the ability of the child;
- having ‘active music making’ at the heart of lessons;
- pupil directed work;
- ensuring lessons include planning, rehearsing, refining, performing and evaluating, to give all children an opportunity to achieve success;
- using classroom assistants to support the work of individuals or groups of children.

2.3 Music lessons in KS1 are taught for half an hour each week to ensure the children retain information and skills taught. Within KS2 music is taught for an hour fortnightly, this is to give enough time for each lesson to be taught in depth due to the increasing difficulty of the skills in KS2.

3) Additional music teaching

3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by Merton Music Foundation. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, violin and piano. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

4) Music curriculum planning

4.1 Our school uses the national scheme of work for music as the basis for its curriculum planning. We have adapted the national scheme so that the work completed in music directly relates to the children's topics that they are studying each half term. The skills taught in music are arranged to ensure that within each year group and across the school, the lessons build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the school's music curriculum means that the children are increasingly challenged as they move through the school.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music-making.

4.2 Our school offers whole class instrumental tuition throughout the key stages. To teach these instruments, we use pre-planned learning schemes through 'Charanga' – a music learning scheme provided through MMF. In year 1 the children continue to play Bamboo Tamboo, in Years 2 and 3, the children will learn to play the recorder, in Years 4, 5 and 6 the children will learn to play the glockenspiel. In this way, the children will have had experience of woodwind and percussion instruments. They will also be able to learn to read musical notation and increase in proficiency as they move through the school.

5) The Early Years Foundation Stage

5.1 We teach music in nursery and reception classes as an integral part of the topic work covered during the year. As the nursery and reception classes are part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

5.2 The children in Early Years also are given the opportunity to learn how to play a musical instrument as a class. The children in reception classes will learn how to play the Bamboo Tamboo. This is the beginning of the children's instrumental education and is an introduction to being able to play in time with others.

6) The contribution of music to teaching in other curriculum areas

6.1 English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books, and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

6.2 Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Also song is a great 'way in' to teaching difficult mathematical concepts to children.

6.3 Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St Thomas of Canterbury Catholic Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies. As a catholic school our children have a strong awareness of religious music such as hymns, plainchant and the use of reflective music to create a prayerful atmosphere. Our children are aware that music can trigger many emotions. A weekly hymn practice is held for both key stages and the children lead the singing in assemblies and collective worship opportunities.

7) Music and Computing

7.1 Computing enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music. They also use Computing to enhance their research skills, whether through the Internet or on CD-ROMs. They often carry out work in other areas, in particular English (writing lessons) whilst listening to music. They listen to music on the Internet, and they record their own compositions to publish electronically. They might experiment with editing voice recordings, which involves the use of a digital sound recorder.

8) Music and inclusion

8.1 We enable all pupils to have access to the full range of activities involved in learning music. Instrumental tuition is offered in class to years 2, 4 and 6 to ensure all children have this opportunity throughout their time at St Thomas of Canterbury Catholic Primary. All children are set suitable learning challenges to ensure that each child has the opportunity to experience success. Teachers will respond to the needs of their classes, they will ensure that the needs of their class are met. Being able to address any barriers to learning music that may arise will be a priority for the teachers at St Thomas of Canterbury Catholic Primary School.

9) Community Links

9.1 School music can contribute greatly to the neighbouring community and the community can also contribute to the enrichment of music within the school. At St Thomas of Canterbury Catholic Primary School, our local community is very important. The children will experience performing to different audiences in different venues, they will have to consider the needs of their differing audiences, they can enjoy giving pleasure and they can experience a sense of achievement. In return their music education will be enriched by experiencing live music performed by different groups/instrumentalists from within their community.

10) Assessment for learning

10.1 Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of each unit of work, the teachers will use their notes from each lesson to inform their judgement for each child; these then in turn give an overall picture at the end of the year. These judgements will be passed on to the next teacher.

11) Resources

11.1 Resources for music are kept in year group leader's classrooms, this is to ensure appropriate resources for each topic are kept where needed. In addition to these, children are encouraged to use Computing provision in school to record, compose, enhance and publish their own compositions.

12) The school choir and musical events

12.1 Children in Year 5 and 6 are given the opportunity to be a part of the school choir. Choir is taught by the music subject leader after school on a weekly basis. The choir take part in many school based concerts as well as concerts outside of school such as 'Young Voices' at The O2 and concerts supporting music in the borough.

13) Health and Safety

13.1 when the children are taking part in their music lessons inside the school premises, the school's Health and Safety policy is adhered to at all times.

13.2 Teachers are not responsible for the movement of any heavy instruments, the request to move them should be made prior to lessons by writing in the caretaker's job book.

13.3 instruments stored in year groups should be stored safely away in a classroom cupboard, accessed only by a member of staff.

13.4 when any trips out of school are carried out for music lessons it is the teacher's responsibility to carry out and complete all health and safety and risk assessment paperwork prior to the trip – see School travel safety policy.

13.5 new singing guidelines have been implemented to minimise the risks associated with COVID-19 as per Government guidelines. Singing can now take place within bubbles in a well ventilated room for fifteen minutes. Singing must take place followed by a thirty-minute break in order to allow the room to ventilate effectively.

13.6 in order to minimise the risks associated with COVID-19, all instrumental tuition carried out by peripatetic teachers is conducted socially distanced, within a well ventilated room and the teacher wears a face covering.

13.7 in order to minimise the risks associated with COVID-19, all whole class instrumental sessions take place within bubbles in well ventilated rooms. Any shared use of instruments is closely monitored and anti-bacterial wipes are used to clean all instruments prior to their use and after their use.

14) Monitoring and review

14.1 The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for music in the school. The subject leader is responsible for giving the head teacher an annual summary report in which he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The music subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work and of visiting classes to observe teaching.

**The policy will be reviewed every 2 years.
Next Review Date November 2020**