

**Our Lady of Perpetual Succour
Catholic Primary School**

Music Policy



We learn to love everyone as Jesus loves us

Curriculum Aims and Values

Aims

To ensure all our children are at the centre of a broad, varied and interesting learning experience that is enjoyable and relevant for the future. Our creative, multisensory curriculum will create a sense of awe and wonder and help to inspire a lifelong love of learning. The holistic nature of our practice will promote positive mental health and well-being and will enhance our children's life skills, social skills and cultural awareness.

Values

Our curriculum will promote a range of values including:

- Respect
- Empathy
- Responsibility
- Equality
- Independence
- Happiness
- Resilience
- Gratitude
- Honesty
- Friendship

Intent

National Curriculum - Music

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

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.

Our Lady's Curriculum

Our school uses the Charanga scheme of work as a support for its Music curriculum. This scheme has an integrated, practical, exploratory and child led approach to musical learning. The learning within this scheme is based on:

- Listening and understanding
- Singing
- Playing, composing and improvising

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the interrelated dimensions of Music, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

We encourage pupils to participate in a variety of musical experiences, including in assemblies, collective worship, RE, Christmas nativity performance, Choir, Carol services, Easter service and KS2 end of year performance, through which we aim to build up children's confidence in Music.

Our teaching focuses on developing:

- An ability to sing in tune and with other people.
- The skills of recognising pulse, pitch, rhythm, tempo, timbre and dynamics.
- An ability to play instruments with control and sensitivity.
- Working with others to make music, recognising how individuals combine to make sounds.
- Knowledge of musical notation and how to compose music.

Opportunities are provided for children to develop their music skills across these four areas:

Singing and performing skills

Children are taught to sing a wide variety of songs and to use their voices expressively. They can play tuned and untuned instruments with increasing control and rehearse and perform with others, with an audience.

Composing and improvising skills

Children create musical patterns and explore, select and organise musical ideas, recording these in a variety of ways.

Appraising skills

Children explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. They analyse and compare sounds and become confident at suggesting improvements for their own work and that of others.

Listening and Understanding

Children listen with concentration and internalise and recall sounds with increasing aural memory. They develop a growing awareness of key musical elements: pitch, duration, pace, dynamics, texture, timbre. They learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

Why is Music important?



Through music, we are provided with a powerful universal language which helps promote unity, enables us to process and express our emotions and fuels our imagination.

Music is important in developing individual discipline, focus and memory.

Whether we are singing, playing, or listening, we develop our aural discrimination through music, which is an important part of communication and literacy.



Implementation

How is Music taught?

Music is taught through a combination of subject knowledge and composing, performing, listening and appraising skills. Learning takes place both inside and outside the classroom.

Access to the curriculum

We aim to create an enjoyable learning experience and encourage children to participate in a variety of musical activities.

Acts of Worship

Children are given the opportunity to listen to a range of music at the beginning and end of our collective worship and hymns are sung during our assemblies.

Role of the co-ordinator

- Develop Music within the school.
- Monitor the standards of teaching and achievement of skills.
- Establish high expectations for all children and seek to ensure their consistent achievement.
- Provide support to staff.
- Audit music resources on an annual basis and replenish when needed.

Monitoring and Assessment

Clear differentiated objectives for each year group are given to teachers to assess children's learning in Music. Assessment of the children's attainment and progress in Music will be in line with the School's Assessment Policy. Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons. These frequently take the form of observing, listening, questioning and talking to children to inform and help the next stage of their learning. Children are encouraged to reflect on and evaluate their performances. Video recordings are made of live musical performances for the children to use as self-assessment. On completion of a piece of work, the teacher will assess the work and give oral feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work.

We use O Track which is an online tracking programme which enables teachers to easily record, monitor and update their assessments in real-time. It makes data analysis at pupil, class and subject level possible, helps identify gaps in learning and any areas for development.

Using a simple grading system, teachers are able to make a judgement on each pupil's progress, taking into account the overall evidence gathered through observation, conversation and examination, using their own professional judgement.

SLT, teachers and subject leaders use assessment for learning to inform planning, teaching and learning and CPD opportunities.

SLT and subject leaders are continuously monitoring their subject to ensure it meets the needs of our pupils. They monitor using a variety of activities, including:

- Learning walks
- Short videos of lessons uploaded into the Evidence folder
- Lesson observations
- Pupil survey and discussions
- Staff survey and discussions

Resources

A range of Music resources are available in the resource room for staff to use when teaching Music.

- Charanga music scheme - all teachers have individual logins
- Sound system, laptop and projector in the hall
- A range of musical resources on CD (e.g. John Burland CD)
- A selection of un-tuned percussion instruments
- A selection of tuned instruments

Spiritual, moral, social and cultural development and British Values

Collaborative work in Music develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences and learn to show tolerance. A variety of experiences teaches them to appreciate that all people and their views are equally important.



**“When words fail, music speaks”
Beethoven**

Music co-ordinator: Emma Beckett

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