

# Holy Spirit Catholic Primary School



## Music Policy

This Policy Was Approved By	
Name	
Position	
Date	

Review Date October 2021

### Mission Statement

Our school is a place where we respect the views and value the opinions of everyone.

We encourage the development of behaviour and attitudes which reflect the life of Christ and the teachings of the gospel and so nurture the appreciation of every individual regardless of race, gender, colour or creed.

We endeavour to involve teachers, parents, governors and the wider community in the spiritual, intellectual, emotional and social development of our children.

We strive to help our young people become more independent, making their own decisions and taking responsibility for themselves and others.

**“Jesus holds my hand and guides me on my way”**

# 1 INTRODUCTION

## 1.1

Music is defined by the National Curriculum (2014) as follows:

*‘ 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’*

Using this definition as guidance, this policy outlines the purpose, nature and management of the music taught in our school,

## 1.2

The school policy for music reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing body.

## 1.3

The implementation of this policy is the responsibility of the Headteacher, Music Subject Leader and all teaching staff.

## 1.4

The aims of the music curriculum in Holy Spirit Catholic Primary School are 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.

National Curriculum (2014)

## **2 THE NATURE OF MUSIC**

### **2.1**

Holy Spirit Catholic Primary School believes music is a vital part of our pupils' spiritual, moral, social and cultural development and contributes positively and directly to the school ethos.

### **2.2**

In our school, music is used to express our Catholic spirituality, particularly within worship. The children are encouraged to use their skills in music to participate in a variety of Christian activities such as liturgies, masses and prayer.

### **2.3**

Music is an important form of communication, the study of which contributes to children's self-confidence, creativity, imagination and their ability to listen with discrimination. It also allows children to express personal thoughts and feelings. Music is an inspirational subject which child can engage in critically, inspiring them and giving them a sense of achievement.

### **2.4**

The fundamental aim of music education in our school is to help all children appreciate and achieve musical quality. This is not just dependent on accuracy, but the way sounds are used expressively and musically.

### **2.5**

Our aim is to provide a wide variety of musical activities, accessible to all, for children to enjoy throughout their time at school. These activities include: instrumental tuition, lunch time and after school groups, visiting musicians, whole class instrumental teaching, out of school music experiences, access to live music, listening to a range of musical genres as well as general music lessons.

## **3 ENTITLEMENT**

### **3.1**

All children will be taught the knowledge, skills and understanding of music as outlined in the programme of study in the National Curriculum for music (2014). Our school uses Charanga to assist implementation of these skills. Teachers adapt lessons as appropriate to the individual musical needs of pupils within his/her class.

### **3.2**

Pupils will be taught through a range of musical activities that integrate performing (active singing/playing), exploration/composition (playing/exploring sounds) and listening/reflecting/appraising (creating and thinking critically).

### 3.3

Children in the school are given access to instrumental tuition, lunch time and after school groups, such as singing club, visiting musicians, whole class instrumental teaching, out of school music experiences, access to live music and listening to a range of musical genres.

## 4 IMPLEMENTATION

4.1 The children are taught a progression of musical concepts and skills in line with the minimum expected standards. This is supported by Charanga in order to meet the subject content of the National Curriculum (2014) as outlined below:

### **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.

### 4.2

Children receive the equivalent of at least 30 minutes of National Curriculum music teaching per week in KS1 and 45 minutes of National Curriculum music teaching per week in KS2. This time may be organised at the teacher's discretion in order to best meet the needs of the overall curriculum (eg. As part of cross curricular work/topics etc.)

#### 4.3

Children will be given regular opportunities to sing; individually, in small groups, class groups and as part of singing assemblies. Children will also be given the option to sing in school choirs.

#### 4.4

Musical instruments are kept in a central resource area (school library) and are readily accessible to the children both for music lessons and classroom work.

#### 4.5

Opportunities will be given for the children to respond to and evaluate live performances (including peers) and recorded music by a variety of composers throughout history and around the world.

#### 4.6

All pupils learning an instrument are encouraged to share their talents in assemblies, plays and worship.

#### 4.7

Staff will be provided with music CPD by the Music Subject Leader (or other external professionals) as required to support teaching and learning of music. CPD opportunities will be agreed with the Headteacher and senior management team.

#### 4.9

The Music Subject Leader will liaise with the Music Hub in order to remain informed of local and national music education developments. This contact will also allow the Music Subject Leader to make links with other professionals as part of local networks and enable wider musical opportunities.

## **5 ASSESSMENT**

#### 5.1

Continuous assessment is central to the teaching and learning of Music and should inform future planning throughout the school.

#### 5.2

Assessment should be carried out termly. Teachers should ensure that children are assessed in the three main areas of performance, composition and appraisal. Teachers should use formative assessment and encourage peer assessment with pupils to inform planning and teaching of music.

#### 5.3

Assessment data should be completed in line with the school assessment policy.

#### 5.4

Evidence of music should be provided for assessment purposes predominantly in the form of audio recordings and/or video. Written work may also be provided to further support assessment judgements as required.

### **6 SPECIAL EDUCATIONAL NEED & GIFTED/TALENTED**

#### 6.1

Activities are planned in such a way as to encourage full and active participation by all children irrespective of ability. The repertoire for performance and listening should be chosen in the light of pupils' needs, interests and backgrounds and should include progressively more demanding material as their musical development and interest increases.

#### 6.2

Gifted and talented children in music will be further supported in their own individual support plans and given additional opportunities as appropriate. This provision may include performances both in the class and to whole school, opportunity to lead and manage musical activities in the school context and out of school musical events.

### **7 REVIEW**

#### 7.1

The effectiveness of this policy will be reviewed once a year by the Music Subject Leader and agreed by the Governing body.

#### 7.2

The policy will also be reviewed in line with national curriculum guidance or changes as appropriate.

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Signed – Music Subject Leader

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Signed – Music Governor  
– Headteacher

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Signed