



# **St. Mary's RC Primary School**

## **Music Policy**

Date Policy last reviewed: March 2022

## **Our Mission**

### **Mission Statement:**

We aim to provide a safe, caring, Catholic community where each member is valued and respected and enabled to achieve their potential through a broad and balanced curriculum. This is summed up neatly in our school motto: To learn and grow together in Christ.

## **INTENT**

### **1. Aims and Objectives**

Our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

‘Music is a universal language that embodies one of the highest forms of creativity’ (The National Curriculum)

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have opportunities to play a variety of instruments
- Have different opportunities to take part in performances

## **IMPLEMENTATION**

### **2. Statutory Requirements**

- 2.1 This policy reflects the requirements of the *National Curriculum Programmes of Study*, which all maintained schools in England must teach.
- 2.2 It also reflects requirements for inclusion and equality as set out in the *Special Educational Needs and Disability Code of Practice 2014* and *Equality Act 2010*, and refers to curriculum-related expectations of governing boards set out in the Department for Education's *Governance Handbook*.
- 2.3 In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the *Early Years Foundation Stage (EYFS) statutory framework*.

### **3. Subject Organisation**

#### **3.1 Planning**

Music is taught throughout the school from Reception up to Year 6. Our main music lessons are taught based on the Charanga scheme of work. Each year group has clear progression of skills to be taught and units build on from each other, progressively getting harder as the children move through the school.

#### **3.2 Cross-curricular links**

Cross curricular links are established where possible in order to make music a real-life learning process.

We strive to be a "singing school" by worship through Song, music-based FS/KS1 Nativity and Y6 summer production. We look to participate in extra-curricular singing and music activities which are offered to the school, regularly linking with Blackburn Cathedral for their Sing together / Let's sing concerts.

We have a choir that meet throughout the year working on singing

As well as music lessons in class, the whole school has weekly Worship through Song sessions which help to broaden their understanding of what the hymns mean and why we sing them. Hymns are sung during whole school assemblies.

Instrumental tuition is important at St Mary's and we provide peripatetic lessons in junior classes. Instrumental groups/individuals are encouraged to perform in assemblies and at other public forums, whenever they are confident to do so.

KS2 children are asked if they wish to learn an instrument via the Lancashire Music Service. Children are responsible for their own instruments.

### **4. Equal Opportunities**

#### **4.1 Protected Characteristics and Inclusion**

- 4.1.1 All children in school have regular access to music appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. We

recognise that our music planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

4.1.2 Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teacher's planning will ensure that children who are more able or those with low prior attainment are catered for.

The Pupil Premium strategy outlines provision for pupils from disadvantaged backgrounds.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

4.1.3 The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

## **5. Spiritual, Moral, Social and Cultural Development**

5.1 Music plays a key part in our school community, playing an important role in school worship. We regularly meet during hymn practice to learn hymns which then are used in whole school masses. There is an emphasis on a multicultural approach throughout the curriculum, where the children learn about music from around the world, as well as how music leads into our own society.

## **6. Assessment and Reporting**

6.1 Teacher assessment is the basis for music. The teacher will assess children's knowledge and skills through observations of music lessons and discussion. The Music subject leader is responsible for ensuring that teachers' assessments are accurate. They will keep a record of assessment data and create a portfolio of evidence in order to assess what is being taught around the school.

## **7. Role of the Subject Leader**

### **7.1 Monitoring and Review**

The Music subject leader, SLT and class teachers are responsible for monitoring the standard of the children's work and the quality of teaching in Music. The subject leader

is responsible for supporting colleagues in the teaching of Music, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in school. The subject leader will also report to the Governing Body annually.

#### **7.2 Resources**

It is the responsibility of the subject leader to ensure that there are the correct resources so that a high-quality music curriculum can be delivered. A regular audit of resources is carried out so that staff are able to deliver the curriculum with confidence.

### **8. Role of the Governing Body**

8.1 The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

8.2 The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **9. Policy Review**

This policy will be reviewed March 2023