

ST. HELEN'S CATHOLIC INFANT SCHOOL



Music Policy

Written by	Date	Ratified by	Date
J. Allen	2020	Governors	2020

To be reviewed	Annually	Every 3 Years
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Reviewed on	Reviewed by	Next review date
June 2023	Z.Cook	June 2026

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1 Subject Intent

1.1 At St Helen's Catholic Infant School, our intent for Music is to provide a broad and balanced curriculum which enables children to create, play, perform and enjoy music; and equip children with the knowledge and skills to have a **lifelong** appreciation of a wide variety of musical forms.

- To ensure full coverage of the curriculum Music is taught in 6 blocks throughout the year. Cross-curricular links are made wherever possible to ensure provision is **broad and balanced**, especially with RE and Art.
- We celebrate **diversity** by exploring a range of instruments from around the world and inviting professional musicians from a variety of backgrounds to share their music and experiences with the children.
- **To enrich the curriculum**, we have a choir who practice weekly and perform at school events. Children also learn to play glockenspiels during Music lessons.

1.2 The aims of music teaching are to enable children to:

- Listen carefully and respond physically to a wide range of music.
- To play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control.
- Encourage our children's understanding and enjoyment of music through an active involvement in listening, composing and performing.

2 Legislation and Guidance

2.1 Key stage 1

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014.

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.

2.2 EYFS Stage

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'. The assessment for the EYFS is formative.

The Early Learning Goals relating to music are:

- Exploring and Using Media and Materials- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Being Imaginative- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age.

3 Roles and Responsibilities

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3.1 Role of the Music Leader

- To update and administer school music curriculum and oversee its implementation by other staff.
- Keep up to date with developments in music through reading and course attendance etc.
- Organise and lead singing sessions and organise music for collective worship (Hymn Practice).
- Lead the school choir, including performances to the rest of the school and parents.
- Organise opportunities for children to listen to live music through connections with other schools.
- Report back on courses attended.
- Encourage staff to go on appropriate in-service courses.
- Advise and support staff with music.
- Be responsible for overall upkeep of all school music resources and facilities.
- To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required.
- Represent the school at external meetings in relation to music.

3.2 Resources

There are sufficient resources for all music teaching units in the school. All music resources are stored in one location (Class 11). Any equipment or materials that are needed by the teacher can be collected from the central resource area and returned when they are finished with. The storage units ensure these resources are accessible by staff and by all the children.

4 Organisation and Planning

4.1 Key Stage One

Our school uses the National Curriculum scheme of work for music as the basis for its curriculum planning. The Charanga Musical School Scheme provides teachers with week by week lesson support for each year group in the school which includes a weekly lesson. It provides lesson plans, assessment, clear progression, and whiteboard resources to support every lesson. It incorporates all of the different objectives from the National Curriculum. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

The general format of each lesson is:

- Listen and Appraise- children listen to and assess music from many different genres.
- Games- this involves the inter-related dimensions of music such as pitch
- Learn to sing the song
- Play your instruments-there are links to tuned instruments such as the glockenspiel and the recorder.
- Improvise with the song
- Compose with the song
- Perform the song- both using instruments and voice

There are 6 units of work for each year group (one for each half term). Within each Unit there are 6 lessons which has planned progression.

4.2 EYFS Stage

We teach music in EYFS classes as an integral part of the topic work covered during the year. 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

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a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. When using Charanga the children listen to different styles of music, embed the foundations of the inter-related dimensions of music ready for KS1, listen and sing nursery rhymes and action songs, playing musical instruments and share and perform.

5 Inclusion

- 5.1** We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children.

6 Monitoring Arrangements

- 6.1** Teachers assess children's work in music by making informal judgements as they observe them during lessons. Their judgments are assessed against the progression of skills. This is assessed by the Music leader who identifies the bottom 20% of children and the greater depth.

7 Links to other policies

7.1 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. 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.

7.2 Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

7.3 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school – singing at Mass, Holy Days of Obligation, Nativities etc.

7.4 Spiritual, moral, social and cultural development

Listening, creating or performing 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. Helen's Catholic Infant School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, develop more positive attitudes towards other cultures and societies.

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