



## St Gregory's Catholic Primary School

### Music Policy

#### Aims and objectives

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. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The objectives 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 interrelated skills of performing, composing and appreciating 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.

National Curriculum Music (2014)

At St Gregory's, Music plays an important part in our wider curriculum. It is sometimes integrated into topics, and sometimes taught discretely to ensure the coverage of skills and knowledge. Please see individual year group overviews for details.

When teaching music discretely, most classroom teachers use 'Charanga Musical School' to support their lessons.

Through the Musical School programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual's personal interest.



The children not only learn about music; they become musicians who are able to share and perform using their new skills.

There are 3 main resource areas: Units of Work, themed Topic songs and activities and instrumental Courses. The Units of Work are the main focal point for the music curriculum whilst the Topics and Courses provide a wealth of extension, enhancement and cross-curricular possibilities and experiences.

The Units of Work are divided into 6 steps, ideal to spread across a half term but can be used more flexibly to suit your school timetable. The activities and games cover the musical dimensions, (formerly elements – pulse, rhythm, pitch etc) through singing and playing instruments, listening and creating music – all intrinsically linked through a central song or piece.

### **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

National Curriculum Music (2014)

Musical School has been developed to provide a range of materials from across the ages and around the world. The Units include listening pieces such as Miriam Makeba's Click Song, Handel's Let the Bright Seraphim and Britten's Old Abram Brown as well as more contemporary pieces including well-known pop songs, in a broad range of styles.

Additionally, there are Topics, which are collections of songs and activities, based on a range of themes including National Anthems from around the world, English Folk Songs and Great Composers. The instrumental Courses focus on specific instrumental learning and musical traditions and explore history and context as well as developing performing skills eg Djembe drumming, Hip Hop and the Blues.

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

National Curriculum Music (2014)

Singing is central to Musical School with the Units based around songs with differentiated instrumental parts for 24 instruments. They have been created to support a class ensemble approach where each child can sing and play an appropriate instrumental line. This helps to draw together children's learning into a meaningful 'musical experience'.

Improvisation and composition for voices and instruments form part of each Unit and can be used as starting points for further creative work.

Musical School is supported with onscreen resources at every step. Between lessons the children can access Charanga Music World, a safe online space to learn, explore and develop their playing, creative and musicianship skills.



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 Music (2014)

Throughout Musical School the children are encouraged to behave as musicians and explore the dimensions using their voices, body percussion and instruments.

Staff and other notations can be introduced gradually supporting musical development so that the children sing and play first before being shown how this can be represented on a score. There are numerous resources to support this such as the rhythm grids, the Musitrax course which introduce rhythm patterns, a reduced staff and then full staff notation. There is also a vast library of notated pieces for all instruments.

### **Assessment**

Music is assessed in the same way as other curriculum subjects (History, Geography, Art, DT, Computing). Objectives are given to children at the start of each topic in their books and highlighted **Green**: For pupils who have met the objective, **Yellow**: For pupils who needed some support, **Orange**: For pupils who did not meet the objective. This assessment is shared with parents at Parents' Evening.

This data is then transferred onto a class tracking sheet which is handed to the Music subject leader. This is then transferred to a whole school tracking sheet and the Music lead tracks the progress of pupils and classes.

Pupils who are identified as Greater Depth or Gifted and Talented are then catered for in lessons and given opportunities to perform outside of lesson (e.g. in church, hymn practice). Pupils who are working below the expected standard for their year group are supported in their learning.

At the end of the year, teachers are asked to use all the data from the year to make a final, end of year statement about each pupil. This is then shared with parents on their written report.

### **Monitoring and Evidence**

The Music leader will collect in samples of evidence termly/ half yearly. Learning receipts and photographs are a suitable form of evidence in Music lessons. Graphic scores, written response and compositions are also suitable forms of evidence. One piece of evidence should be available for each topic taught. Records of performances will also be taken into account.

The Music Leader will work with teachers less confident and teach lessons/ team teach lessons, plan together and provide resources when necessary.

Our curriculum and music provision is externally monitored regularly as part of the Lancashire Music Service and from this we set ourselves targets to improve our practice.



### **Additional music teaching**

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by Lancashire Music Service. 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 Clarinet, Saxophone, flute and Keyboard. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

We also work closely with Chorley Music Centre held on a Monday evening at Southlands and signpost pupils that may benefit to take part in lessons and ensembles there.

