



St. Francis Xavier's RC Primary School

Love one another as I have loved you

Music Policy

Our Mission

Share God's love with one another

Follow your dreams

EXcel in citizenship

Our Mission is to:

- Be a witness to the values, teaching and beliefs of the Roman Catholic Church
- Promote achievement and enjoyment for all
- Expect the best for individuals
- Inspire learning
- Collaborate with the community
- Promote a healthy and safe life style
- Create a sustainable school
- Continually strive to be effective

INTENT

A St. Francis Xavier's pupil will:

- Show an awareness of music from different traditions and cultures.
- Understand the history of Music and how it has changed over time.
- Use musical vocabulary to describe and evaluate music.
- Compose and perform using a variety of tuned and untuned instruments with confidence.
- Use technology to record and compose music.
- Listen to and appraise music from a variety of genres.
- To know of and appreciate a range of composers from across cultures and history to enrich their cultural capital.

IMPLEMENTATION

What does our Music Curriculum look like?

Please refer to:

LTP: to demonstrate the progression of knowledge and skills within the whole school music offer.

ROCKS (Remembering Our Curriculum Knowledge and Skills): unit plans sequence curriculum knowledge and skills across the school.

MTP for each year group: to map teaching and learning, knowledge and skills through a topic.

Non- core topic webs: summarize the key knowledge and skills to be acquired and retained during a music unit.

IMPACT

Our music curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. This will

enable all children to alter their long-term memory and know more, remember more and be able to do more as musicians.

Additional music teaching

Peripatetic music teaching is provided by Herefordshire Music Services. These lessons are paid for by parental contributions on a termly basis. Instruments can be hired. These lessons are normally taught to individual or small groups of children either after school, at lunchtime or during normal lessons. A rota system is used so that children do not miss the same class lessons each week. Instruments that can be learnt this academic year include flute, clarinet, violin and percussion.

Music curriculum planning

Music throughout the school is planned from the Sing Up scheme of work in line with the National Curriculum. Units of work have been adapted to offer a cross curricular approach and build upon prior learning. There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit. The planned progression built into the whole school scheme of work means that the children are increasingly challenged as they move through the school. The detailed medium-term plans give details of each unit of work for each half term. In line with the National Plan for Music, UKS2 children are provided with the opportunity to learn the recorder (Y5) and the ukulele (Y6) for two terms. Y4 are also given the opportunity to learn the ocarina. Y3 learn to play the glockenspiel for a term. Y2 and Y1 begin to introduce tuned percussion (glockenspiel) as part of their long term plan. The progression of knowledge and skills has been carefully planned to ensure links between year groups and progression through the school. Skills cards are used to enable the children to make links with prior learning and understand the skills they are gaining during a lesson.

Early Years Foundation Stage

We teach music in our reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, 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 a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

The contribution of music to teaching in other curriculum areas include: English

Music contributes significantly to the teaching of English in our school. 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.

Mathematics

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

Information and communication technology (ICT)

ICT is used in music where appropriate. By recording their work, children can suggest improvements to a performance. Children can use applications, such as Garage Band, to compose and perform.

Science and D&T

e.g. experimenting with different sounds and making musical instruments.

Art

Graphic scores e.g. pattern pictures to illustrate sound effects.

We explore the link between music and art by listening to music and interpreting the feelings evoked by translating those feelings into pictures.

Relationship education and citizenship (RSE)

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.

Spiritual, moral, social and cultural development

We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St. Francis Xavier's R.C. Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, are encouraged to develop more positive attitudes towards other cultures and societies. Music also has a huge role to play in school worship and creating a sacred space for religious gatherings.

Teaching music to children with additional needs

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.

Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Individual Learning Profiles (ILPs). See SEN Policy

Opportunities for live music

- Singing practice — Once a week the whole school usually meets to learn hymns and songs for assembly and special occasions linked to R.E. and whole schools Acts of Worship.
- School performances: Normally, at Christmas time, each year group takes part in a musical performance of some kind. At other times throughout the year e.g. Harvest, Easter during concerts or assemblies, year groups or the whole school collaborate to provide appropriate musical entertainment. At Christmas time, KS2 children visit residential homes for the elderly, to sing carols.
- The school choir sing at concerts in school and at church and will perform at least once every term in assemblies. Children in KS2 sometimes take part in the Herefordshire Performing Arts Festival and Young Voices.
- Children who learn with peripatetic teachers are encouraged to play when appropriate.
- At the end of the summer term, Year 6 put on a musical production, as a leaving performance to the rest of the school and parents.

Extra Curricular

Our school choir runs on Thursday after school and children from Year 3 to Year 6 are invited to join. The children sing a variety of songs from different genres and perform at school celebrations including Harvest, Christmas and Easter. Other opportunities to perform will be discussed with the Head teacher as they arise.

Assessment and recording

Teachers assess children's work in music by making informal judgements about achievement against learning objectives as they observe during lessons. This formative assessment, in addition to end of unit informal quizzes and ROCKS cards recall, enables teachers to assess individual pupils against age related expectations (ARE) – above ARE, at ARE or below ARE. These judgments are recorded at the end of a teaching unit on a subject specific excel spread sheet on common staff. Each year end, the teacher makes a summary judgement about the work of pupils in relation to the National Curriculum level of attainment. Teachers use this as the basis for assessing the progress of the child and for completing annual reports to parents. The use of an ipad for video, or Seesaw, may be used to record work completed.

INSET and CPD

Appropriate opportunities for training are found for the music coordinator and members of staff and then shared at staff meetings.

Health and Safety

Children are always encouraged to use instruments carefully and safely. Appropriate beaters must be used for certain instruments. An instrument, which is blown, should have the mouthpiece cleaned after each use. Instruments such as recorders are cleaned with designated school disinfectant. Children wash their hands before and after use. Ocarinas are disinfected between uses.

The Role of the Subject Leader

- to lead the development of Music curriculum with a clear sequence of knowledge and skills.
- to provide guidance to individual members of staff
- to keep up to date with local and national developments in Music and disseminate relevant information
- to review and monitor the success and progress of the planned units of work
- to be responsible for the organisation and maintenance of music resources

Mrs. E. Christopherson
Music Subject Leader
April 2024

This policy was updated April 2024. The policy was ratified by the Standards and Curriculum Committee of the Governing Body on 20th May 2024.

The policy will be monitored by members of the Senior Management Team and Chair of the Standards and Curriculum Committee and will be reviewed every two years.

Signed: *Sylvia Cockroft* Date: 20.5.24 Chair of Standards and Curriculum Committee

Signed: *Diana Pearce* Date: 20.5.24 Headteacher