



St. Mary's
Catholic Federation

St. Mary's Catholic Federation, Carshalton

Learning, playing and growing together in the love of Jesus

**Music Policy
(Curriculum)
(Bi-Annual)**

This policy is to be read in conjunction with the following policies: Curriculum Overview Statement, Assessment, Teaching and Learning, Inclusion and Equal Opportunities.

Author: J. Patrick Music Subject Lead

Committee: Curriculum Lead and SLT

Date Prepared: July 2023

Date Approved: September 2023

Date of Review: July 2025

Approved by Full Governing Body Date: September 2023

Chair of Governors Signature:

Safeguarding Statement

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

Lead Safeguarding Person Junior School: Mrs S Hulme

Lead Safeguarding Person Nursery & Infant School: Mrs M Quinn

Safeguarding Deputies (Infants): Mrs S Hulme and Mrs E Heath, (Juniors): Mrs S Hulme, Mrs F Black & Mr S Pratsis

Governor designated safeguarding officer: Mr T Richmond



"St Mary's is committed to being a Rights Respecting School to inspire and support the children, parents and school governors in school and the wider community."

Intent

Music is a statutory subject under the National Curriculum. Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils resulting in an increase in their development to 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, listen and learn a variety of different musical styles and cultures.

Music is integral to our everyday lives and is an essential element in young people's experience.

Music is a particular form of self-expression. Through music pupils can develop at their own pace the capacity to understand and communicate their ideas and feelings.

Music education gives pupils the opportunity to be involved in a variety of activities which include performing, composing, listening and appraising. This takes place through the specific music curriculum and also through the broader context of cross - curricular mediums.

Access to all those activities will enable a child to respond, to understand and experience music's expressive and communicative qualities.

Music is a social activity that can develop skills essential in later life:

- developing ideas and opinions.
- working as a team.
- discussing and negotiating
- leading and being led by others.
- tolerating and supporting others.
- presenting oneself in front of people.

Each child is entitled to receive a broad, balanced and relevant musical experience within the framework of the National Curriculum.

The National Curriculum for music aims to ensure that all pupils:

EYFS

- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design

KS1

- 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.

KS2

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions and cultures, 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 of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation

MUSICAL OPPORTUNITIES FOR CHILDREN

The school aims to provide the children with one music lesson each week. The children's musical experiences often extend beyond this lesson, since many children are involved in the school and/or instrumental lessons. Also cross-curricular musical activities are encouraged.

Music lessons are in line with the guidance of the National Curriculum and contain elements of composing, performing, listening and appraising. Where possible the themes of the music lessons are linked to the year group focus including British Values and PSHE.

The use of music as a background to quiet work from time to time is encouraged. Acts of collective worship often contain music as a background to quiet reflection; recorded vocal and instrumental music is often played as children enter and leave the hall. In the Junior School an opportunity is given to children learning instruments to also perform to the school. Care is taken to see that a variety of music is used in this way.

Hymn Practice (Juniors) and Sing and Praise (Infants) is held for the whole school on a regular basis, as a preparation for assemblies, masses and other religious celebrations.

The school choir is open to all year groups in the Junior School and to Year 2 at the Infant School. The children in the school choir are encouraged to sing to a high standard and their leadership is often drawn upon in musical performances. At the Infant School piano lessons are available to pupils and at the Junior school a variety of musical lessons are available to pupils including - Piano, Violin, Cello, Brass and Guitar lessons as available. Only one lesson can be during school time in order to minimise interruption to the child's learning in other subjects. The school also hosts the provision of MyBand, an external music provider. There is a charge for these lessons and parents who wish their child to learn a musical instrument should place their names on a waiting list in the school office.

Children are encouraged to take instrumental music lessons arranged through the school instrumental teaching scheme or arranged privately by parents. Children are also encouraged to be involved in musical activities outside school.

Children are given the opportunity to sing and play instruments to a variety of audiences. These may take the form of musical productions, concerts or acts of worship, or may be on a smaller and less formal scale.

SKILLS, KNOWLEDGE AND UNDERSTANDING

The Schools Music Curriculum has been developed and designed by the Music Lead, which incorporates the Inter-related dimensions of Music:

- Pitch
- Duration
- Dynamics
- Tempo
- Timbre/Tone Colour
- Texture
- Structure

The curriculum is also supported by the subscription of the Charanga Music Scheme.

Musical Skills

Performing and composing

- control and interpretation of sound using voice and instruments
- ensemble skills
- exploration and development of musical ideas
- communication of ideas
- Notation
- Use of Music Technology using the software Charanga Yumu

Listening and appraising

- knowledge of musical conventions and contexts
- reflection and evaluation

- Genres and cultural traditions

PROGRESSION

Progression in the children's development of musical skills, knowledge and understanding is brought about through the schools curriculum. Children's progression is often more evident in the outcomes expected of them from a given task, rather than in the complexity of the task itself.

Stages of children's musical development can be seen on the following Swanwick/Tillman Spiral Learning Curve.

Control and interpretation

Singing is usually performed in groups, both larger and smaller, with opportunities for those to also sing solos.

Most children enjoy using musical instruments. Through planned activities children explore and experiment with sounds, thus encouraging control and judgement in using instruments. Accompaniments can be simple or more complex to suit the individual's ability.

Ensemble skills

The Wider Opportunities Scheme with The Sutton Music Service which started in 2009 for Year 4 learning the Violin and Cello and Year 2 starting in 2018 learning the Djembe and Glockenspiel. This opportunity gives children a chance to learn songs to then accompany on the instruments. Ensemble planning can take place in small or in large groups. The level of a child's confidence and ability will dictate the extent of his/her participation. Continuation for opportunities are given for in years 5 and 6 for learning the Violin or Cello. Also Year 6 have an opportunity to learn Whole Class Ukulele for a term which allows them to apply the skills they learnt in Year 4 to another string instrument.

Exploration, development and communication of musical ideas

Composing involves exploring and experimenting, and the sharing and discussing of musical ideas. At the Infants children are given the opportunity to work in groups of mixed ability or with others of similar ability. The outcomes reflect the skills of the children involved. In Year 5/6 the children have a Notation Book which allows them to learn how to compose music using aspects of the inter-related dimensions of music..

Knowledge, reflection and evaluation

A wide range of music for listening, discussing, sharing of musical ideas and evaluating their own and each other's performances, encourages interest and understanding across all abilities. Use of Thinking Hats and Mind Map are used to evaluate compositions.

RESOURCES

The Infant School has a variety of musical resources, including a wide range of percussion instruments, both pitched and unpitched, listening equipment and material, pianos, keyboards and Computing resources.

The Junior School also has a variety of musical resources, including a wide range of percussion instruments, both pitched and unpitched, Violin (22) and Cello (11) and an adult Cello for the teacher, listening equipment and material, pianos, microphones, keyboards, music books and Computing resources. Instruments and listening material are sourced from a variety of cultures. Most resources are kept in The Studio, on the school system or in Google Drive where they are easily accessible to staff and children. The Drama Room, The Evergreen Room, The Studio, hall and ICT Suite are available for teaching by the peripatetic instrumental staff.

Impact

The school aims, among other things, to develop children socially, culturally and spiritually. Music makes a significant contribution to all these areas and it is our aim for our children to leave our school confident that they have developed skills in performing, composing, listening and appraising and confident that they can express ideas and feelings through the medium of sound.

SAFEGUARDING

All recording of any musical performances must not be recorded on any device unless requested permission by the school. Before a performance commences a child asks the audience that all electronic devices be switched off to keep the children safe. Prior to the performance being performed and recorded by the school a letter will go out to inform parents if they wish for the performance to be recorded. If any parent/s does not wish the performance to be recorded by the school, then no recording will be made which is in line with our Safeguarding Policy.

If a performance takes place outside school parent/s are given notification of this.

All visiting teachers, peripatetic teachers and groups must have a current DBS check and be checked by the office before they can work with a child/children which is in line with our Safeguarding Policy.

All instruments are cleaned before and after every lesson, especially recorders.

A Philosophy of Music Education

Living and learning go hand in hand. Education is an integral part of life and has an infinite value for the individual and the whole of society. Indeed, when an individual says he/she has learnt everything, then he/she has learnt nothing. Our children need to appreciate the value of education and consequently the value of life. Music has much to offer in the process of living and learning.

Music is sound; and it is both art and science. As such it needs to be emotionally appreciated and intellectually understood. Music Education is part aesthetic education, which in turn, is part of the general education of a child.

At St. Mary's, we appreciate that there are many purposes often associated with music, some being social, financial, physical and therapeutic but these are only secondary. The primary values found in the aesthetic qualities of music such as melody, rhythm, harmony, texture and tone colour. Whilst there are many benefits to be gained from having music in the school, it is a secure part of the basic curriculum by virtue of its unique contribution to the educational process.

Aesthetic education is simply a development of sensitivity to the aesthetic qualities of things, and music contributes to aesthetic education when it emphasises the structure and the meaning of the music. Because music deals with the control of sound, it is dependent upon aural perception and this perception requires training.

Aural training is only one aspect of aesthetic education through music. In music, students should gain an appreciation, enjoyment and satisfaction from their aesthetic 'making and doing' activities, i.e. composing, creating and performing. No other academic discipline can offer such activities.

The universal human desire to create for purely aesthetic reasons and the natural joy that accompanies such creation are themselves justification for formalising instruction in, and considering as basic the skills and techniques for making music.

In the classroom a harmonious and enjoyable atmosphere should be created, where the students can become musically confident and aware individuals. Activities must be of a practical nature with experiences in listening, performing and creating/composing.

Through these experiences with music, students will have a greater understanding of the elements that comprise music; and these concepts will add to their knowledge of music and the human experience of which it is a part.