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# St. Mary's CE Academy

'Excellence through faith & learning'



# Music Policy

*"I have come that they may have life,  
and have it to the full."*

**John 10:10**

**Reviewed: Rebekah Binney  
March 2020**

**Approved by Governors:**



## **Context and Philosophy:**

*At St. Mary's we provide a welcoming, safe and happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners. We aim to rise above the ordinary and promote excellence by providing a positive, inclusive environment for learning and growth. Inspired by our faith in Christ, and together with our parents, carers, churches and communities, we aim for each person to reach their full potential in body, mind, heart and spirit. We work as a team, in partnership with all members of the school community, to offer a high quality, stimulating, safe and innovative learning environment which values and supports all children to achieve their potential. We nurture children who understand and are able to adapt positively as active citizens, to the diverse world in which they live, both now and in the future and grow as people. Our high standards of teaching and personalised learning are set within a broad, balanced and creative curriculum. A curriculum which is intended to prepare our learners to make a positive contribution towards society and enjoy future success.*

St Mary's Academy, Walkey aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of Faith and promotes Christian values through the experiences it offers all its pupils. We recognise that it is extremely important to provide varied opportunities for our children in order that they can develop fully on a spiritual, moral, social & cultural level. The school fully recognises the important role which Music plays in this development & is fully committed to providing the very highest quality in Music provision.

## **Rationale**

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.

## **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
  
- 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: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At St Mary's C of E Academy, Walkley, we use the 'Charanga Music School' scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. The 'Charanga Musical School' Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

The Scheme supports all the requirements of the new National Curriculum and is absolutely in line with published OFSTED guidance.

The learning within this scheme is based on:

Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing.

## **Teaching and learning policy and framework**

The school uses a variety of teaching and learning styles in music lessons including modelling, demonstrating and exploration. Children also have the opportunity to use/listen to a wide range of instruments, including through ICT and computing.

All children in EYFS have weekly singing a professional music teacher and children in KS1 and KS2 have these lessons weekly for 3 half terms a year.

All classes in KS1 and KS2 work on a rota basis: one half term of Charanga followed by a half term of singing lessons.

Children also have the opportunity to sing in the school choir where we take part yearly in the Young Voices concert and perform to the local community in care homes and local supermarkets.

## **Cross Curricular Links**

The teaching of Music enhances other curriculum areas. It is the class teachers' responsibility to bridge other areas of the curriculum to Music, broadening the pupil's experiences.

## **Extra-Curricular Music**

The school provides an after school choir that all children from KS2 are welcome to attend. The community choir, organised by Andrew Butterfield (our professional singing teacher), allows for all pupils (and parents if they wish) to join other members of the community to perform a range of songs.

## **Differentiation**

The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to their abilities. Children with exceptional musical skills will be identified at an early stage. The school should support these children by discussing with parents the advantages of receiving appropriate peripatetic music tuition. Opportunities should be given for them to perform in the classroom, during assemblies and in school concerts.

## **EYFS**

Music plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design.

## **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.

## **Key Stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

### **Equal Opportunities.**

The music policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. There is a commitment to value, explore and perform music of all cultures. Music plays an important part in the celebration of religious and cultural festivals.

### **Performance opportunities**

Apart from opportunities to record their work and perform for other classes across the school, other opportunities include Harvest, Christmas and Easter performances, Young Voices and other opportunities when they present themselves.

### **Resources**

The school has a number of tuned and untuned percussion instruments including xylophones, recorders, chime bars, drums, tambourines, wood blocks, cymbals, triangles, beaters of various sizes, a piano, as well as computers/tablets. Teachers use range of sources to broaden the children's experiences.

### **Responsibility**

The subject leader for Music is responsible for:

Providing leadership and vision

Updating the music policy

Carrying out the requirements of the school improvement plan linked to music.

Monitoring the delivery of the published scheme of work and advising on action needed

Identifying appropriate staff training

Supporting colleagues in their planning and implementation of the scheme of work and in assessment the progress of their children against the age related expectations.

Maintaining a file of evidence, recording a range of music activities throughout the school.

Planning, providing and maintaining resources.

Ensuring pupils, including those who are disadvantaged, have the opportunity to assess private music tuition through the music hub