



St Laurence Catholic Primary School

Music Policy

***"Through God's grace, a community growing in
knowledge and understanding"***

- Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.
- Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels.
- Music can be a lifelong source of pleasure. It is education for life.

Aims

Within Music at St Laurence we aim to engage children in the exciting experience of making and responding to music by providing opportunities to:

- encounter and appreciate a range of music from different times, cultures, traditions and societies.
- develop understanding and enjoyment of music.
- extend and develop their own interest and increasing ability to evaluate musical quality.
- acquire the knowledge and skills necessary to compose and perform music, both in school and in the wider community.
- develop skills, attitudes and attributes that can support learning in other subject areas and enhance life, including listening skills, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence, collaborative skills and sensitivity to others.

Content

The lessons that are taught throughout the school provide full coverage of the National Curriculum for music in the Foundation Stage, and Key Stages 1 and 2. The whole school music curriculum is constructed to promote the consolidation and progression of skills for every child as they move up the school, the continuity of aims, and a high quality of teaching and learning. During their time in Foundation Stage, children learn to:

- recognise and explore how sounds can be changed.
- sing simple songs from memory.
- recognise repeated sounds and sound patterns.
- match movements to music.

Throughout Key Stages 1 and 2, music teaching should develop the interrelated skills of performing, composing and appraising in all activities. Through these, children should be able to apply and extend their knowledge and understanding of music, as well as their listening skills. In particular, by making and responding to a wide range of music, children should be helped to understand:

- how sounds are made, changed and organised.
- how music is produced.
- how music is influenced by occasion, culture, purpose and venue.

Key Stage 1

During Key Stage 1 children listen carefully and respond physically to a wide range of music. They play instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions with increasing confidence, imagination and control. They explore and enjoy the way both sounds and silence can create different moods and effects. Also, they begin to explore how ICT can be used to create and manipulate sound.

Key Stage 2

During Key Stage 2 children grow in confidence and skill in singing and playing instruments. There is an increase in self-expression, yet also in their ability to play co-operatively in group performances. They improvise and develop their own compositions, showing increasing personal involvement, independence and creativity. Children learn how to use ICT to create and manipulate sound. Through a variety of stimuli and a broad range of music from various times and cultures, the children explore their thoughts and feelings by responding intellectually, emotionally and physically.

During their time at St Laurence's, all children are also given the opportunity to experience the discipline and enjoyment of learning to play a musical instrument.

Voices Foundation

Since 2007 the school has been working with the Voices Foundation, in the teaching and promoting of singing within the classroom. Teachers have received practical training on how best to teach children how to sing, through inset days over the course of the years. The staff have used this training to support their teaching in class and have been observed to facilitate their development. The Voices Foundation will continue to be a part of the music teaching, within the school, through a defined curriculum.

Cross-Curricular Links

There are links between music and many other subjects. Teachers are encouraged to integrate music into other curriculum areas where possible to enrich the children's learning. For example,

- *ICT* - use of music software to create and manipulate sound, interactive whiteboard resources.
- *Science* - how sound waves are produced, how instruments produce sound.
- *English* - music to accompany a poem, to stimulate discussion or creative writing; promoting communication skills through collaborative composition and performance work; developing language skills through singing; writing song lyrics.
- *Maths* - fractional value of notes (half notes, quarter notes, etc); observing patterns in music; learning maths skills such as times tables through songs.
- *History* – music and musical instruments of different periods
- *PE* - dancing of any style; understanding of rhythm and movement in gymnastics.
- *RE* – considering music of different religious traditions, enhanced meditation.
- *PSHE* – evoke emotional response, nationalistic characteristics, citizenship.
- *Community Cohesion* – Excellence and enjoyment, Every Child Matters.
- *Art* – responding to music through creating pictures; using pictures to inspire music.

Assessment, Record Keeping and Reporting

Units of work are taught through key learning objectives that are shared with the children each lesson. Assessment of how well the children meet these objectives will be through the ongoing observation of practical activities and discussion in class.

At the end of each year assessment of each child's achievement will be made according to the level descriptors of the National Curriculum attainment targets. The child's progress in music will be reported to parents in the annual Record of Achievement.

Equal Opportunities

Music provision must be for all children, and a balanced and progressive programme will be provided which takes account of their ability, special needs, culture, gender and background. It is important to consider the specific needs of children in a class to ensure any activity will give opportunity for all to learn and succeed.

Care should be taken to include music from many cultures, particularly those represented in the class. This will help to develop positive attitudes amongst the children towards other cultures and societies. It is important to remember that music could be used as a communicative tool to support children learning English as an additional language. Advice should be sought on how best to cater for those with hearing impairments.

Additional Musical Activities

A weekly Music Assembly provides children with the opportunity to sing together as a large group with live accompaniment. Children also hear a variety of recorded music on entering and leaving the Hall, related to a particular theme, such as a brief tour of the history of classical music or of world music. This broadens their general musical knowledge.

Other opportunities for musical performance are open to all through the Christmas Concerts and other musical productions.

Extra-curricular musical activities are often provided. Currently, for example, the school choir meets, giving opportunities to extend and challenge the vocal skills of children in Key Stage 2 and Key Stage 1, as well as being a source of enjoyment. The choir is open to all who are enthusiastic and committed, regardless of ability.

Resources

The school has a wide variety of both pitched and non-pitched instruments, including 15 electronic keyboards for whole class use. There is a selection of instruments, which are stored in accessible locations, and there is a central store of larger instruments such as drums, xylophones, glockenspiels and the keyboards.

Policy Name: **Music**

Policy Date: November 2017



EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES

		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:		
	• Age (for policies affecting staff)	N/A	
	• Disability	N	
	• Sex	N	
	• Gender reassignment	N	
	• Pregnancy/maternity	N	
	• Race (which includes colour, nationality and ethnic or national origins)	N	
	• Sexual orientation	N	
	• Religion or belief	N	
	• Marriage / civil partnership	N	
2.	Is there any evidence that some groups are affected differently?	N	
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?	N/A	
4.	Is the impact of the policy/guidance likely to be negative?	N	
5.	If so, can the impact be avoided?	N/A	
6.	What alternatives are there to achieving the policy/guidance without the impact?	N/A	
7.	Can we reduce the impact by taking different action?	N/A	

Equality Impact Assessment carried out by: M J O'Sullivan

Date:

Music Policy November 2017