

St Edmund's Catholic Primary School

Music Policy

"A learning community, celebrating Christ in all, building a kingdom of love, hope and joy."

As a Catholic school we recognise in everyone the dignity and beauty of the person, made in the image of God. We value each individual and respect them regardless of their background and circumstances because they are our brothers and sisters in the family of God, and we are called to love and value everyone.

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.

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.*

Organisation

Music lessons are usually wholly practical, involving singing, chanting, playing and composing with percussion instruments and listening to and appraising music from a wide variety of genres. However, when appropriate, children record work including compositions, which are retained by the teacher as evidence of the children's progress.

National Curriculum Guidelines

Foundation Stage

In Nursery and Reception, children follow the Expressive Arts and Design area of learning, where their individual appreciation and understanding of music is fostered. Experiences of sharing music with others through singing, instrumental work and listening to music form the basis of early music learning. Children sing new and familiar songs and rhymes in groups of different sizes, make and explore percussion instruments, and listen and respond to recorded music. Children are given the opportunity to access music making both in adult led sessions and through their independent learning through play. The classes have access to a range of instruments, CDs, puppets and props that are used to encourage music making.

Key Stage 1

Pupils are 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 are 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.*

Children learn to listen critically and talk about what they hear, expressing and justifying their opinions. They learn to work both individually and in groups to create and record their own compositions. Musical concepts such as pitch, rhythm and tempo may be taught through singing, instrumental work, rhythm games or the use of puppets and props. ICT is used regularly, both as a means of watching and listening to performances, but also as a teaching tool. We buy in to and use the 'Charanga' online music scheme administered by Oxfordshire County Music Service. We aim to foster a positive attitude to learning music.

Assessment

Children's ability, confidence and progress are assessed through ongoing teacher assessment during lessons, and samples of independent work are also used to assess progress. Compositions and performances may also be peer assessed against the learning objectives.

Wider Opportunities

Music plays a central role in the daily life of our school. As a Catholic school, listening to music and singing are a fundamental part of our assemblies, class and whole school worship. We aim to offer children a wide variety of musical experiences through opportunities such as:

- *Instrumental tuition offered through Oxfordshire County Music Service (currently strings, keyboard).*
- *Participation in OCMS events and opportunities such as the Christ Church Cathedral Project and the Big Christmas Sing.*
- *Active membership of the Abingdon Music Partnerships group including local schools, Abingdon Music Centre and Radley College, giving opportunities such as the Y6 'Festival of Carols', Spring Concert at Radley College, and Y2 singing workshops.*
- *Participation in partnership and community events.*
- *KS2 Choir*
- *Performance opportunities for individuals, groups, whole classes and Key Stages through class assemblies, plays and productions, our Summer Music Assembly and Concert and the Talent Show.*
- *Watching performances offered by local secondary schools when possible.*

Monitoring and Review

The Music link governor meets regularly with the music subject leader to monitor subject delivery and discuss how to improve provision.

Music Governor- Mrs Sam Martin-Morrissey

Music Subject Leader-Mrs Fiona Semple

Policy written: April 2015

Reviewed: April 2018

Reviewed: March 2022

Next Review: March 2025