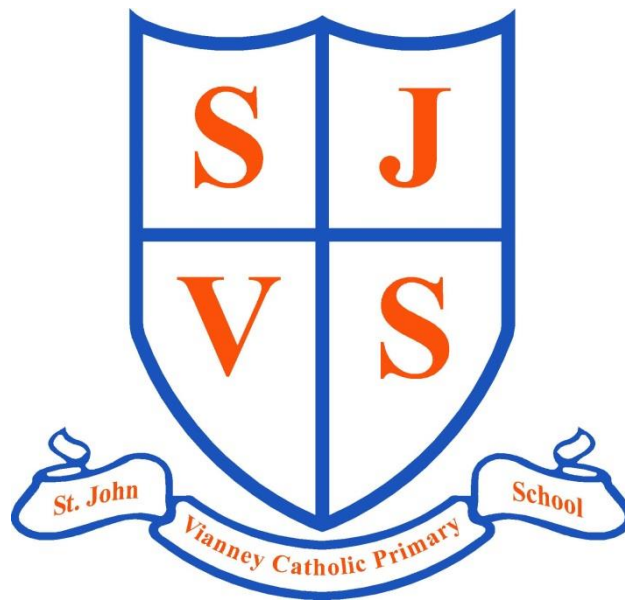


*St John Vianney Catholic
Primary School*



Music
October 2021

Contents

Statement of intent

Roles and responsibilities

National Curriculum

Cross-curricular links

Teaching and learning

Planning

Assessment and reporting

Musical events and opportunities

Resources

Equal opportunities

Monitoring and review

Statement of Intent

At St John Vianney, we follow the National Curriculum for music to ensure that all children have access to a balanced and varied curriculum. Teachers have access to high quality planning to enable them to deliver lessons which show a progression of skills throughout their school journey. Children are provided opportunities to learn a variety of instruments and perform individually or as part of a group. They are encouraged to listen and appraise different genres of music, created from a variety of composers and explore their own musical preferences.

Our aim is to develop each child's musical interests and awareness to enable them to become musicians who are confident in sharing their talents

Roles and Responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all music-related resources.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.

- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Using 'Charanga' to deliver lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to the subject leader termly.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking training that is provided by St Helens Music Service.

National Curriculum Requirements.

During Key stage 1, Pupils should be taught to:

Mul/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes

Mul/1.2 play tuned and untuned instruments musically

Mul/1.3 listen with concentration and understanding to a range of high-quality live and recorded music

Mul/1.4 experiment with,

create, select and combine sounds using the interrelated dimensions of music

During Key stage 2, Pupils should be taught to:

Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music

Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory

Mu2/1.4 use and understand staff and other musical notations

Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Mu2/1.6 develop an understanding of the history of music.

Cross-curricular links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils develop their reading and writing skills through learning to read and interpret written music.*
- Pupils develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme.*
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.*
- Pupils develop their research skills through discovering the history of music and famous composers.*

Mathematics

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

ICT

- Pupils learn to use technology to compose music, and enhance their research skills through the internet and library resources.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.

Personal Development

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

Teaching and learning

- Music is taught once a week in all key stages following the 'Charanga' programme to deliver a balanced music curriculum from reception through to Year 6.
- The scheme introduces children to composition, improvisation, musical notation and encourages them to enhance their listening skills.
- Teachers will follow the 'Charanga' scheme of work. This ensures a clear progression in each child's musical development and each year group builds upon the prior knowledge of the child.
- Children in Year 4 receive instrumental tuition, once a week, provided by St Helens Music Service.
- Children in Year 5 and 6 are given the opportunity to continue with their instrumental lessons in small groups.
- Piano tuition is provided, during school time, for children from Reception to Year 6.
- Every child in the school is provided with their own music book to enable them to record their musical journey throughout their time at St John Vianney.

Planning

Planning of the music curriculum is tailored towards three areas of progress:

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in pupils' music-making

The school uses long-term, medium-term and short-term plans created on 'Charanga' for delivery of the music curriculum

The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers are responsible for reviewing and adapting short-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

All relevant staff members are briefed on the school's planning procedures as part of their staff training.

In the school, music is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

Long-term planning will be used to outline the units to be taught within each year group.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Assessment and Reporting

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupils' strengths and identify areas where progress is less than expected.

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum.

Parents will be provided with a written report about their child's progress during the Summer term every year.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO.

Musical events and opportunities

All pupils are encouraged to participate in additional musical opportunities to enhance their learning and development.

The school choir meets on a weekly basis to allow pupils to enjoy singing together. The school choir also performs in the community on a number of occasions throughout the year.

The school also offers whole class instrumental lessons where pupils can learn to play musical instruments and enjoy playing music in an ensemble.

Children are provided the opportunity to continue learning an instrument in year 5 and 6. Piano lessons are also provided during the school day.

The school will provide an appropriate space and equipment for pupils to practise their instruments, ensuring that time slots to use the space are allocated fairly.

The following opportunities are available:

- School choir
- Private tuition to play musical instruments
- Whole Class instrumental Lessons
- Opportunities to take part in and listen to live music.

Resources

The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the school business manager in order to purchase further resources.

Musical resources will be stored in a central place, this includes books and instruments.

Musical instruments will be stored in the child's own classroom.

The subject leader will undertake an audit of musical equipment and resources on an annual basis.

Equal opportunities

All pupils will have equal access to the music curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

Monitoring and review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at St John Vianney, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to this policy will be communicated to all teaching staff.