



*Building a bright future for myself, my school and my community.*

## **St Mary's CE Primary School**

### **Music Policy**

#### **School Vision**

As we share our strengths and talents we, like the wise builder from the bible, build on strong Christian foundations - love, forgiveness, responsibility, honesty and respect - to shine and flourish in our school and community, to inspire and improve the lives of ourselves and others and together build a bright future.

*Matthew 7 v 24 'Therefore, everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock.' (From the parable of The Wise and Foolish Builders.)*

*Matthew 5 v 16 'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'*

#### **Rights Respecting School – change article as appropriate**

St Mary's CE Primary School is a Gold Level UNICEF 'Rights Respecting School'; through our ethos and policies we fully support the 'UN Convention on the Rights of the Child' (UNCRC) and the 42 Articles for the rights of children worldwide. This policy particularly promotes Article 29 – "Education must develop every child's personalities, talents and abilities to the full."

#### **Introduction**

This document outlines the aims, principles and strategies for teaching and learning in music at St Mary's CE Primary School in line with 'The National Curriculum in England - Key Stages 1 and 2 framework document - September 2013', as adopted in September 2014. Music is a National Curriculum (NC) foundation subject which provides children with skills to access and make the most of all other subjects in the curriculum. We set out our school curriculum for music on an annual basis and make this information available online. By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant NC programme of study.

#### **Principles**

At St Mary's we adhere to the statutory 'Music Programmes of Study: Key Stages 1 and 2 National Curriculum in England - September 2013' and the fundamental knowledge, concepts and skills of music outlined, within a broad, balanced and rich curriculum.

We all have different views on what music is. The dictionary gives a positive definition, stating that music is "that one of the fine arts which is concerned with the combination of sounds with a view to beauty of form and the expression of thought and feeling". Damian Woetzel, who was a principal dancer for the New York City Ballet, has stated "We're talking about a way of educating that involves artistic sensibilities—artistic habits of mind. The ability to re-assess and to imagine. To be in a science class and not think it's about memorisation entirely, but to imagine its applications." Alfre Woodard, the Emmy-winning actress and producer, has said, "Arts education ... actually facilitates learning in science and maths. You cannot be an innovator in any category unless that creative instinct is exercised."

This is why we therefore aim for pupils to develop into musicians, rather than people who know something about music, because the effect of our teaching will infuse the whole curriculum with creativity, independent thinking and the ability and confidence to ask "why not?"



## **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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

At St Mary's we therefore aim:

- to develop pupils' musicality, creativity and aural perception through the acquisition of skills
- to allow pupils to exercise their imagination
- to foster pupils' enjoyment and understanding of music
- to expose pupils to a range of different styles of music, allowing for increased appreciation
- to promote pupils' cultural awareness, thus reflecting the richness of our cultural heritage
- to support the learning of listening and speaking skills
- to support the passive children in active participation
- to support the creative curriculum, including citizenship and the Rights Respecting Schools agenda through collaborative learning
- to foster pupils' self-esteem and self-confidence
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## **Teaching and Learning Strategies and Guidelines**

Early Years Foundation Stage - The EYFS provides activities and experiences for children in seven important and inter-connected areas of learning and development. The three 'prime areas' are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive: communication and language; physical development; personal, social and emotional development. Children are also supported in four 'specific areas', through which these three 'prime areas' are strengthened and applied: literacy; mathematics; understanding the world; and expressive arts and design.

The specific area "Expressive Arts and Design" particularly involves guiding children to "sing songs, make music and dance, and experiment with ways of changing these. Children use what they have learnt in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories." This is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity offering the three characteristics of effective teaching and learning: playing and exploring; active learning; creating and thinking critically.

Key Stages 1 and 2 - Programmes of Study for music are set out for Key Stages 1 and 2. We teach the relevant Programme of Study by the end of the Key Stage, recognizing that we have the flexibility to introduce content earlier or later than set out in the Programme of Study within each Key Stage or introducing key stage content during an earlier key stage if/as appropriate.

The NC Programmes of Study for KS1 state that pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned 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 interrelated dimensions of music



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and for KS2 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 interrelated 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

Each class should receive 30-40 minutes of music per week. In the EYFS this should preferably be divided into 5 to 10 minutes per day; in Key Stage 1 and 2 two short sessions or one longer session per week as appropriate. This is flexible, depending on the content of the lesson and how it relates to other curriculum work. Children in Year 4 currently work with a visiting instrumental teacher from Slough Music Service to provide specialist input, but all teachers should sing regularly with their class and include music as appropriate at any time to support other curriculum areas. Staff in KS1 and 2 should use planning from the Sing Up scheme and online resources, which the school subscribes to. Teachers in the EYFS are able to use these resources, if and when they are appropriate. Children are also offered the possibility of taking up small group instrumental lessons should they wish, and we collaborate regularly with Slough Music Service to provide musical performance opportunities within the community. All pupils participate in a weekly whole key stage singing session of 20 minutes and singing forms a regular part of class assemblies. There are also musical clubs available to pupils at various times throughout the school year.

### **Equal Opportunities Statement**

This job description is applicable to the role/policy applies to all and does not unlawfully discriminate because of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation.

### **The Role of the Subject Leader**

School expectations for subject leaders to promote professional leadership and management of subjects are fully outlined in the 'Job Description for Curriculum Subject Leader' and relevant Job Specification. The Subject Leader's role is to secure high quality teaching, effective use of resources and the highest standards of teaching and learning and achievement for all pupils.

Objectives for subject leadership include:

- To ensure pupil entitlement to the National Curriculum
- To continuously raise standards of pupils' achievement at all levels
- To foster enjoyment and satisfaction in the study of the subject
- To enhance the teaching of the subject

and principal responsibility areas include:

- A. Strategic direction
- B. Teaching, learning and the curriculum
- C. Leading and managing staff
- D. Managing resources



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**To be read with:**

Learning and Teaching Policy

Feedback, Marking and Assessment Policy

Curriculum Policy

**Monitoring and Review**

This policy will be monitored by the school leadership team/governors and reviewed annually/biennially/triennially, or as new legislation determines.