



Music Leader: **Claire McBride**  
Date policy written: **May 2020**  
Music Governor: **Neil Houghton**  
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Date to be reviewed: **May**  
**2023**

## MUSIC POLICY

**'Let Your Light Shine'**  
**Matthew 5:16**

At St Peter's we believe that all our children can **shine**. We strive for every member of our school family to succeed and flourish through our values centred curriculum. We encourage our children to develop their confidence with God's **love**, to **challenge** themselves and each other and be **inspired** to love God and learning, as disciples of Jesus Christ.



### Vision and Purpose

At St Peter's we seek to realise the potential of each individual in a supportive and caring environment. Our rich and varied curriculum enables our children to develop resilience, celebrate individuality, raise aspirations and expectations. We strive for high academic standards. In partnership with our families and community we provide a wealth of experiences in order to instill valuable life skills and confidence both for today and the children's future beyond their time at St Peter's.



### Vision and Values

We are a school of *'Big Questions and Big Conversations'* that encourages relevant dialogue that promotes critical thinking. We seek to develop and embed our Christian values and vision throughout our curriculum.



### Music Intent

At our school we strive for each child to:

Enjoy Music and to appreciate that it is a unique way of communicating that can **inspire** and motivate them. We aim to provide quality opportunities for children to create, play, perform and enjoy live music and to rise to the **challenge** and **'Let their light Shine!'** by doing so. Music is a wonderful vehicle for personal expression, and it can play an important part in personal development too. Music reflects the culture and society we live in, and so the teaching and learning of

music enables children to understand better the world they live in and plays an important part in helping children to feel part of a community.



## Music Implementation and Impact

### Teaching and Curriculum

Music is a foundation subject in the National Curriculum. The scheme that we use as the basis for our curriculum is based on the programmes of study. The units that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

This progression has three aspects:

- Increasing breadth and range of musical experiences.
- Increasing challenge and difficulty in musical activities.
- Increasing confidence, sensitivity and creativity in the children's music-making.

At St. Peter's our music teaching and curriculum aims to:

- Create an enjoyment of music through meaningful activities which develop and nurture pupils' sense of self and allow them opportunity to explore their own abilities.
- Develop a love of singing.
- Build enjoyment; enthusiasm; confidence; satisfaction and technical ability through practical involvement, experimentation and improvisation.
- Provide opportunities for children to play and perform, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Provide opportunities for children to explore and understand how sounds are made and can be organised in a structured way.
- Develop the interrelated skills of composition, performance and musical appreciation.
- Develop an appreciation of music across a range of periods, genres, styles and traditions, through performance and the listening to, reviewing and evaluation of music.
- Give children the opportunity to learn to play a tuned instrument whilst at St. Peter's.
- Develop an understanding of how music is created produced and communicated. This is to be taught through the key musical skills: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Develop perceptual skills through listening, performing and composing.

- Encourage a range of personal and group responses to sounds, demanding an involvement intellectually, physically, spiritually and emotionally.
- Using different ways to represent sounds graphically and symbolically.
- Use technology, where appropriate, as a tool for creating, manipulating and storing sounds.



### **Music and ICT Opportunities**

At Chorley St. Peter's, children are given the opportunity to use a variety of information and communication technology resources for listening, accessing information, performing, composing and storing sounds



### **Music and English Opportunities**

At Chorley St. Peter's, pupils:

- Develop their early phonics through
  - Increasing their awareness of sounds made by various instruments, noise makers and body percussion.
  - Increasing their appreciation and experiences of rhythm and rhyme.
- Develop their speaking skills through using their voices expressively by singing songs and speaking chants and rhymes.
- Practise, rehearse and present performances with an awareness of the audience.
- Use language and actions to explore and convey situations, characters and emotions through exploring and expressing their ideas and feelings about music using movement, dance and expressive and musical language.
- Develop their ability to listen, understand and respond to others, through listening to music with concentration and by internalising and recalling sounds with increasing aural memory
- Use fiction, poetry and drama as non-musical starting points.



### **Music and Maths Opportunities**

At Chorley St. Peter's, pupils will take part in musical activities and tasks which support the development of numeracy:

- Number sequencing (metre - beats in a bar).
- Time and space, linked to tempo and duration
- Patterning - rhythmic and melodic repetition, symmetry - a rhythm or melody played backwards
- Counting - layers of sounds in musical texture and rounds and accumulative songs
- Learning mathematics songs which help the children to learn number facts.

## Teaching and Organisation

The long term plan (curriculum map) outlines the units to be taught each term for all Key Stages. It takes the form of a two-year cycle of A and B. A copy of this can be found on the school website.

Charanga (<http://www.lancashiremusicserviceinteractive.co.uk>) is the scheme that is the basis for all units of work and highlights coverage of listening, improvising, performing and composing; the development of skills, knowledge and understanding through making and responding to music from contrasting cultures, times and traditions vocally and instrumentally and using a variety of stimuli.

Teaching staff follow the Curriculum Map to find out which units of work to teach. All plans, supporting notes and guidance are found on the *Charanga* website. There is a selection of tuned and untuned percussion instruments in school along with a class set of ukuleles . ICT resources, such as interactive television screens and ipads, are used to support learning activities where appropriate.

Each class has music lessons timetabled (apart from EYFS) which provide opportunities for a range of activities involving the whole class, small groups or individuals.

Children in KS1 and KS2 are taught by a Specialist Music Teacher (since September 2021)



### Assessment, recording and reporting

We assess the child's musical development through assessments which are diagnostic, formative and summative.

Recording children's musical achievements and progress is accomplished in a variety of ways:

- observation
- sound recordings
- sound and visual
- concrete evidence through graphic and conventional scores and the written language
- The annual report to parents on progress and attainment is informed by the summative judgement.



### Monitoring and Evaluation

Provision for Music is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of medium term annotated planning, pupil interviews, lesson observations, evidence through work samples where possible, and other cross-

curricular work evidenced in books. Additional evidence can found on our Curriculum Music section and on class pages on the school website.

- Discussions at staff and governors' meetings.
- Sharing of classroom work and practice.



### **Links with the wider community**

- We encourage and welcome visitors to school to enhance our Music provision.
- Children perform in Church at key events of the year.
- We have links with local Day Centres and Care Homes and perform for the residents.
- We take part in choir competitions in the local community.
- We perform with other schools in larger venues to celebrate singing.



### **Inclusion**

**At St. Peter's we strive to;**

- Provide for all children so that they achieve as highly as they can in music according to their individual abilities.
- Identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.
- Identify Able pupils and aim to provide suitable learning challenges.
- Modify teaching plans/equipment when needed.



### **Equal Opportunities**

At St. Peter's, all children are provided with equal access to opportunities in the Music curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.



### **Health and Safety**

Staff and pupils are asked to consider the safety of themselves and others at all times. During lessons, pupils will be taught how to use instruments safely and how to care for their instrument.



### **Role of the subject leader**

The subject leader is responsible for improving the standards of teaching and learning in Music through:

Monitoring and evaluating:

- Pupil progress (through work scrutiny, website evidence monitoring, observations and pupil interviews).
- The quality of teaching.
- Provision in the quality of the learning environment.

The subject leader will:

- Take the lead in policy development.
- Audit and supporting colleagues in their CPD.
- Purchase and organise resources.
- Keep up to date with recent developments.
- Line manage external music teaching staff



## Parental involvement

All our parents are encouraged to support and work together in partnership with the school to help facilitate their child's full potential. Musical achievements are celebrated with Parents. Some examples of this are; inviting them to concerts, Christmas productions, worship in Church, musical plays and choral competitions and events in the wider community.



## The Governing Body

Reports are made to the Governing Body through the Curriculum Sub Committee and the Governor with responsibility for Music (Neil Houghton)



## Conclusion

The Music Policy addresses the issues relating to equal opportunities, children with special educational needs, the health and safety of pupils and staff and teaching and learning by incorporating the principles, values, aims and objectives in the following school policies:

- Equal Opportunities
- Special Needs
- Health and Safety
- Teaching and Learning
- Gifted and Talented

**Update to Policy Record Sheet**

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.
Sept 21	Teaching and Learning	All KS1 and KS1 taught by specialist teacher now - funding to continue
Sept 21	Curriculum	Move to Model Music Curriculum and away from Charanga Scheme.

*C.McBride (May 2020)*

*Date approved by Governors* \_\_\_\_\_