

Music Policy



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Mission Statement

St Oswald's is proud to be a Roman Catholic school where every person is helped to do their best to succeed in a place of love, peace and safety, following the teachings of Jesus. In our school family, we are enthusiastic learners and teachers.

'Nihil Satis Nisi Optimum - Only the best will do'

Aims

In order that we might have life in all its fullness, our school will:

Welcome - Be warm and welcoming towards all visitors to our school, just as Jesus welcomes us to the family of God.

Welfare - Be ready to forgive as Jesus taught us. To always say sorry with honesty, courage and meaning. Show love and kindness by trying to think of the needs of others before our own. Thank God for our talents and celebrate achievements earned through working hard, aiming high, and always believing we can reach our goals. To make God's world a better place.

Word - Follow the teachings of Jesus by loving, respecting and accepting one another. Give children as well as adults the chance to have a voice in the future development of our school. To place the Word of God at the centre of all that we do.

Worship - To say our prayers meaningfully and worship the Lord our God joyfully with all our hearts. Witness - Find love and kindness here and when we leave take lasting friendships and happy memories with us. To be witnesses of a Loving God who is at the heart of all we do.

1 Aims and objectives

1.1 Music is fundamental to our humanity and civilization. Every child deserves the opportunity to engage with music of all styles and from all cultures, in order to develop their own musical journey. Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

1.2 The aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

2 Teaching and learning style

2.1 At our School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music.

2.2 We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity depending on the ability of the child;
- using teaching assistants to support the work of individuals or groups of children;

To support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.

2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

2.3 The Music Curriculum at St Oswald's is built on the following principles:

- Children will develop their skills in inquiry and critical thinking.
- Children will begin to feel and learn about social connectivity.
- Children will learn about and deepen their musical understanding and connect this with their place in their community.
- Children will become globally aware and understand what it means to become a citizen of the world.
- Songs and singing lie at the heart of the learning process.
- An authentic musical experience is at the heart of musical learning.
- At each age and stage of development, musical learning is drawn from engaging with the songs in each unit.
- The lessons are fun, modern, inclusive and engaging.
- The lessons will help children to understand and connect with different styles of music from various cultures, particularly where cultures intersect.
- Children will gain an understanding of historical and cultural contexts related to music.
- Children will form their own musical opinions and learn to make their own musical decisions.

2.4 Our chosen scheme, 'Charanga Model Music Curriculum', provides lesson plans, assessment documentation, clear learning and skills progression documents, knowledge organisers and engaging and exciting songs and resources to support every lesson. Key Learning and Outcomes with 'I Can' statements are available to be used too. This scheme supports all the requirements of the National Curriculum.

3 Additional music teaching

3.1 Children are offered the opportunity to study a musical instrument (recorder) or singing with a teacher. In Key Stage Two, the children are offered the opportunity to participate in recorder club or choir club after school. Choir club also receive teaching sessions provided by 'Let's Go Sing' and then perform at a large scale concert. Recorder club have opportunities throughout the year to perform to the whole school

during assemblies. The clubs are taught in addition to the normal music teaching of the school.

4 Music curriculum planning

4.1 Our school uses the Local Education Authority's Music Service and the 'Charanga' scheme to provide specialist teaching. This ensures the coverage supports all the requirements of the National Curriculum: listening, singing, playing, composing, improvising and performing. Additionally, Music lessons at St Oswald's are in line with the non-statutory Model Music Curriculum from the DfE. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

4.2 The spiral design of the 'Charanga' scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six school years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding. This spiralled approach leads to more secure, deeper learning and musical mastery, enabling children to develop their knowledge and understanding of music as it relates to culture and their world experiences both in and outside of school.

4.3 Lesson planning and resources are included on the 'Charanga' website. As we have mixed-age classes, our curriculum follows a two year cycle. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics. This has been completed using guidance from 'Charanga' about *Delivering the MMC Scheme With Mixed-Age or Mixed-Year Groups* and by using the Scheme Builder provided within the website.

4.4 The Units of Work consist of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity during the final lesson. Singing and listening are at the heart of each lesson.

5 The contribution of music to teaching in other curriculum areas

5.1 English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

5.2 Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

5.3 Computing

Computing is used in music where appropriate. Children use computer programmes and apps to compose music. Computers or iPads might be used to research musical styles or composers using the internet. They listen to music on the internet and through 'Charanga'. Children will follow music scores displayed on the interactive screen.

5.4 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

5.5 Spiritual, moral, social and cultural development

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect Music Policy that music has on people's moods, senses and quality of life. Children at St Oswald's School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies.

5.6 British Values

See *appendix a* for how British Values and Music are supported within our school.

6 Teaching music to children with special needs

6.1 We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning needs, and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs).

7 Assessment and recording

7.1 The teacher assesses children's work in music by making informal judgements as they observe them during lessons. We use ongoing summative assessments as the basis for assessing the progress of the child. There is an Assessment Checkpoint and a performance opportunity during the final lesson of every unit taught. Performances might be recorded/filmed if appropriate. A judgement for every child is recorded for the Autumn and Summer term using the school's 'Foundation Subject Data Recording' Excel file each year. It is expected that the Local Education Authority's Music Service specialist teacher provides this feedback to class teachers.

7.2 Within the 'Charanga' scheme, there are opportunities for end-of-unit and end-of-year assessment. There is also a Key Learning document for each year group. This document provides key learning and outcomes, including 'I Can' statements for each musical activity. These represent the expected standard of musical learning that will build through each unit for the year. There is often more than one statement, and these can be used over time/if the children are working beyond expected outcomes. This information will be used to inform teachers judgements on the 'Foundation Subject Data Recording' Excel file

8 Resources

8.1 There are sufficient resources for teaching all music units in the school. We keep resources for music on a music trolley. We also have a bank of recorders that can be used in lessons or recorder club. The library contains a supply of topic books to support Music across the curriculum, Laptops and iPads have suitably filtered search engines to support children's individual music research.

9 The school choir and musical events

9.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children to join; it also performs in public on a number of occasions throughout the year.

10 Monitoring and review

10.1 The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. Pupil interviews, lesson walk-throughs and monitoring of assessment data will be undertaken by the subject leader. The work of the subject leader involves being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the head teacher an annual summary report in which there will an evaluation of the strengths and weaknesses in the subject and indicates areas for further improvement. Any CPD the subject leader attends, will be fed back to staff.