

St Paul's Church of England Primary School Oswaldtwistle



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”

(1 Timothy 4:12)

Music Policy

January 2024

Approved by Governors 03/02/24

Introduction

We believe that music is an integral part of children's school life and we aim to provide experiences that will enhance children's enjoyment of and provide them with the skills, confidence and enthusiasm to participate in a wide variety of musical activities, through composing, performing and listening. Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps. 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.

Aims and Objectives

- To develop skills in listening, concentration, co-operation, communication, decision making, memory, sequencing and classifying
- To give children opportunities to work together to make individual contributions and to learn to value the contributions of others in all areas of music making
- To aid the growth of imagination and to develop the capacity to express ideas and feelings symbolically through the medium of music
- To encourage the growth of aesthetic evaluation and to increase the child's sensitivity to music as an art form
- To foster enjoyment in all its forms
- To know and understand how sounds are made and then organised into musical structures
- To know how music is made through a variety of musical instruments
- To know how music is composed and written down
- To know how music is influenced by the time, place and purpose for which it was written
- To develop the interrelated skills of performing, composing, appreciating and evaluating music

Teaching and learning style

At St Paul's 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 quality music teaching. Our teaching focuses on developing the children's ability to sing in tune and in time with other people. Through singing songs, children learn about the structure and organisation of music. As children get older, we expect them to maintain their concentration for longer and to listen to extended pieces of music. Children develop descriptive skills in music lessons developed through the creative curriculum the school has in place. They use these skills when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch, often teaching 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.

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 (not all children complete all tasks)
- Providing resources of different complexity and depth depending on the ability of the child
- Using T.A.'s to support the work of individuals or groups of children

Music Curriculum Planning

Our school uses the music scheme "Charanga". Planning is provided with this scheme and teachers adapt this to suit their classes. All music is taught in themes and provides a range of experiences in all area of music.

Our music planning and teaching is geared to three aspects of progress:

- 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

Assessment of music skills is linked to the Charanga scheme and are in line with the St Paul's Personalised Curriculum.

The school also uses Wider Opportunities for performing music, such as:

- There is a key stage two school choir who perform at events throughout the school year
- Afterschool Percussion clubs provide opportunities for all pupils to take part in other extra-curricular musical activities

Additional music teaching

Children are offered the opportunity to study a musical instrument with a teacher from the Lancashire Music Service. Parents who want their children to participate in the music lesson must ensure their child takes care of their instrument which has been provided by school. If the instrument is damaged, parents are aware that there is a fine. These lessons are normally taught to small groups of children who have chosen to learn one of the instruments. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time. The Lancashire Music Service lessons are now delivered to each year group for one full term each, meaning children are receiving an extra half-term of high-quality music teaching. These lessons are to be supported by St Paul's staff to enable the staff to observe and take notes from a high-quality lesson. There is also an after-school club with the same music teacher, to provide consistency, which gives all children from KS2 an opportunity to join.

Foundation Stage

We teach music in reception as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the EYFS document which underpin the curriculum planning for children in this year. Music contributes to a child's personal, emotional, cultural and social development. Counting beats foster a child's mathematical ability and learning to sing

or repeat a repertoire of songs or rhythms from different cultures increases a child's knowledge and understanding of the world.

Inclusion

All children, including SEN, will be given the opportunity to experience success in learning to achieve as high a standard as possible and promote their self-esteem.

Assessment and Recording

Teachers assess children's work by making informal judgements as they observe them during lessons. Evidence is gathered by class teachers and a summative assessment is formed linking to the Chris Quigley skills development. The 'Threshold Concept' is a developed curriculum organised around subject-specific threshold concepts. Each concept has progression indicators called Milestones which outlines the general procedural and semantic knowledge required to understand the concepts. At St Paul's we advocate robust vocabulary instruction which "involves directly explaining the meanings of words along with thought-provoking, playful and interactive follow-up". This approach is used from Early Years onwards.

Resources

There is a range of musical instruments and resources in the resources room which is accessible for all members of staff. Instruments are brought in By the Lancashire Music Service and assigned to individual pupils.

Monitoring and review

The work of the music co-ordinator involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. This policy will be reviewed regularly and amendments/refinements made accordingly. Observations of lessons and planning scrutiny takes place according to the monitoring cycle of the school.

Health and Safety

As part of their work, children will be taught how to use the musical instruments and forms of appropriate ICT safely and with due care.

Appendix

Appendix A

The Government's latest guidance on Music education is as follows:

Pupils should continue to have access to a quality arts education. Music builds confidence and helps children live happier, more enriched lives, and discover the joy of expressing themselves, while ensuring that all safeguards are in place to reduce the risk of infection in environments where singing, chanting, playing wind or brass instruments take place. Schools should take particular care in music lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group, in order to prevent physical correction by teachers and contact between pupils. Additionally, schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, do not share instruments. If they are shared, follow the guidance on handling equipment. Schools should not host any performances with an audience. Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Peripatetic teachers can move between schools, for instance, but schools should consider how to minimise the number of visitors where possible as set out in the system of controls.

St Paul's has followed the Government guidance and adapted Music lessons by the following:

- Practising the art of Makaton rather than singing aloud. This promotes a new range of skills as well as sticking to the guidance on reducing the risk of infection through singing, chanting or raising voices unduly
- All pupils sit or stand forward facing to remain the social distance guidance and the teacher remains in a specified area at the front of the class 2 metres apart to reduce the contact with pupils
- Instruments used are not shared where possible. If multiple classes are to use the same equipment, this equipment is thoroughly cleaned before and after use and where possible, left for 48 hours to minimise the risk
- All performances have been put on hold, this includes daily Collective Worship and collective singing of hymns
- Peripatetic teachers must sanitise hands immediately on arrival and follow the risk assessment outlined and agreed between school and the Lancashire Music Service
- During remote learning, children can access school's scheme of work online including a broader platform for more accessible and engaging use at home

