



Saint Thomas More Catholic Primary School

Music Policy

Consulted with staff	
Agreed by governor committee	Not applicable
Ratified by full governing body	Sep 2022
Date for review	Sep 2025
Signature of Chair of Governors	
Signature of Headteacher	

St Thomas More Catholic Primary School

Music Policy

Introduction

Jesus Christ said, 'Let the children come to me, do not hinder them' (Matthew 19:14). As a Catholic school it is our mission to educate pupils in such a way that no matter what their abilities or background, they may reach their full potential as human beings. We thus seek to overcome any hindrance that might prevent any pupil accessing the fullness of the curriculum, opportunities and activities we offer.

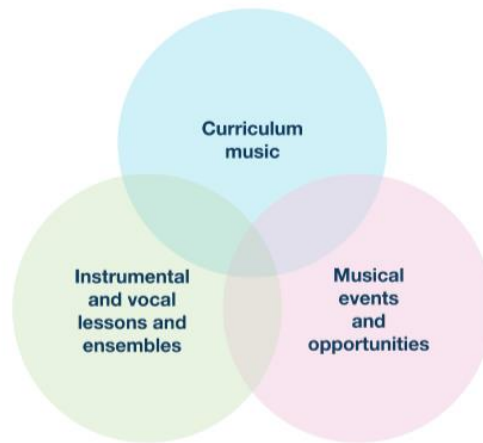
Intent

We believe that all children should take part in excellent music education that opens opportunities for them to express themselves, be creative and persevere at something that they will become skilled at and passionate about in the future. At St Thomas More School Music is an integral part of the prayer life of our school and brings alive the word of God so that children can gain a deeper understanding and closer relationship with Jesus. Music plays an important part in our country's history and cultural identity and so therefore is an important part of our broad, balanced and engaging curriculum. We want our children to know about and engage with the music of other cultures. We want our children to use the vibrancy of our great city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. By giving children the opportunity to be actively involved in musical experiences through listening to live and recorded music, appraising, singing, performing and composing on a wide range of tuned and untuned instruments we are giving them the opportunity to achieve incredible things and realise their full potential. Recent research carried out by OFSTED states that 'A central purpose of good music education is for pupils to make more music, think more musically, and consequently become more musical'.

Implementation

A high-quality music education comprises three distinct but interlinked areas of provision.

- Curriculum music, compulsory for key stages 1-3
- Ensemble membership
- Participation in musical events and opportunities to include singing in assembly, concerts and shows and trips to professional live concerts.



Model of music education originally created by Hampshire County Council's Music Service, 2013.
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In September 2022 the school implemented an adapted version of the Music Express scheme of work for Music teaching. This scheme has been designed to follow the National Curriculum and provide the resources needed to teach high quality and engaging lessons which have been written by leading experts in primary music education. Consistent musical development is assured through carefully built-in progression from Early Years. Non-specialist teachers are supported with detailed lesson plans and simple but effective resources and there is flexibility for those who are specialists in Music. We follow a topic-based, cross-curricular approach to support children's learning in music and across other subjects through music. 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. Many examples of music styles and genres from different times and places, including the classical Western canon are included. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Examples include vocal melodies from Medieval times, Tudor court music, Romantic ballet music, Twentieth century pop, as well as traditional and classical forms from across the globe.

The English National Curriculum states 'That all pupils: 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.' We provide a classroom-based, participatory and inclusive approach to music learning. Children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

The English National Curriculum states 'That all pupils: understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.'

Music teaching builds experience and develops understanding of the dimensions (elements) of music throughout the scheme. Each unit has as its focus one process such as performance or

composition, or one dimension, such as pitch, but the learning progresses within the context of all the inter-related processes and dimensions of music. A wide variety of notations, including picture, graphic, rhythm and staff notation are integrated, wherever appropriate, with practical music-making activities throughout the scheme. Notations are used progressively to promote understanding and use of the representation of sound in symbols by all children.

EYFS

In the Early Years, music is used to support daily routines and is used to enhance teaching of the core curriculum in addition to being taught as a stand-alone subject in a 20 to 30 min weekly lesson which works alongside the long-term themes in Reception and Nursery.

Key Stage 1

In Key Stage 1 a rolling two-year program is followed due to mixed age classes. In addition to the two curriculum units taught which focus on musical elements of pitch and exploring sounds, the children also take part in additional events to enhance their musical experiences, the whole-school Advent music events in December and participation in the “Mousike ensemble” programme where we join with the children from other local Catholic schools to perform songs together. Staff involved receive annual training to enable them to lead the children in this project. These opportunities give children experience of singing as part of a large group and singing from memory. They learn to play repeated rhythms and a steady beat on tuned and untuned instruments and know that music can tell a story.

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Children in Key Stage 2 develop their musical skills through 2 curriculum-based units per year which, where possible, link to another curriculum subject. In addition to this Year 4 learn to play whole class recorder, Year 5 take part in the ‘Mousike Ensemble’ for Key Stage 2. Staff involved receive annual training to enable them to lead the children in this project. Year 6 take part in an end of year production which is performed for parents and the school.

It is important that all children develop both their knowledge and skills in order to become well-rounded musicians. A whole school progression of music skills is created to ensure that children can develop and build on these skills with greater ability, knowledge and independence. The progression of music skills is centred around 6 key skill strands: singing, playing instruments, improvising and exploring, composing, listening and appraising. It is expected that the children will practise the majority of these skills’ multiple times in the school year, in order that they become confident in applying the skills to different areas of music. Each year group is provided with yearly objective overviews that explains how individual knowledge objectives are to be matched with the skills. This ensures that all skills are taught with satisfactory coverage.

Pedagogy

The teaching of music is organised as part of a thematic based curriculum. Wherever possible links have been made with the History, Geography or science topics being covered, and with the Catholic Life of the school. Predominantly music is taught in a whole class setting, although co-operative group work and individual work is used where relevant to the learning. Discussion is actively encouraged through reviewing and appraising their own performances, compositions and the music they have listened to. Each Year group teaches two discrete units, comprised of 3 lessons in Yrs1-3 and 6 lessons in Y4-6, to be taught over two half terms. Each lesson comprises 3 activities which are taught in sequence but can be revisited as shorter individual lessons where further consolidation or practise needed. Through each unit children explore a musical genre or a series of musical genres around a theme. Children listen to, compare and appraise a wide range of recorded and live music. They go on to perform music taking inspiration from their listening, adding to and adapting their performances to create different effects, structures and dynamics. They reflect on their work at each stage considering its effect and whether it meets the purpose of the task. Children then plan a performance of their own composition using vocal sound, tuned and untuned percussion instruments. In Lower Key Stage 2 children begin to learn the recorder in discrete lessons, taught by the class teacher. In Upper Key Stage 2 and Key stage 1 children take part in 'Mousike Ensemble' a local music event where children learn songs and instrumental parts and perform these with other local schools.

Adaptation and Equal Opportunities

High quality music education is the right of every pupil regardless of their race, gender, cultural background or special needs. Staff will create an environment that challenges stereotype and supports the appreciation of other cultures. Staff will consider carefully how music provision can be adapted so that all children can experience the joy of music and make progress in their learning and have opportunities to lead. Adaptations will challenge pre-conceptions about the musical potential of students and be discussed with pupil and where appropriate their parents and carers. Adaptations could range from differentiating resources, providing specific equipment or technology to ensure music is accessible. The scheme of learning that the school has adopted gives detailed suggestions in the lesson plans to challenge more able learners and support those that are working below their age range.

Expectations

- Music must be taught for two half terms per year using Music Express music teaching scheme, separately from other music opportunities such as concerts, performances, whole class and individual instrumental and ensemble lessons and Mousike ensemble.
- All children must take an active part in lessons regardless of their ability, background or learning needs.
- Music teaching should make the learning intention, knowledge and skills clear to all pupils.
- Children must be given a wide range of opportunities to sing and play instruments as often as possible, ideally in every lesson.

- Teachers must talk to children to find out about musical activities that they are involved in outside of school and given opportunities for them to share their talents with their peers and where appropriate use them to support the musical life of the school
- Teachers must be passionate about the subject they are teaching and deliver it with enthusiasm so that children remain interested and curious about their learning.
- Children must treat musical instruments and other equipment with respect so that resources do not become damaged. Resources should be returned to the Media Room and put away tidily in line with health and safety expectations.
- Where appropriate children's work should be recorded on a score using graphic or standard notation. Their practical performances and compositions should be recorded so that children can look back on their performance and appraise and improve their work, celebrate the progress they have made and identify areas that they need to work on in the future.
- The school's feedback and marking policy should be followed. Feedback should be verbal, useful, positive and relate to the learning intention of the lesson.

Extra Curricular Opportunities

Children at our school have the opportunity to join a school choir provided by the leader of learning for Music as an extra-curricular club which runs in the Spring and Summer terms. The Rock Steady Foundation provide the opportunity for children to learn to play electric guitar, keyboard, drums or vocals in a rock band led by a band leader who is a trained musician. Children take part in this during the school day and take part in regular performances for the school and parents. The Rock Steady Foundation offers one bursary place which is given to one pupil premium child decided in discussion with class teachers and the Pupil Premium lead. Weekly guitar tuition is provided by an independent music teacher where parents may choose whether this takes places during the school day or as an extra-curricular lesson.

Monitoring

The subject leader will monitor the Music provision and curriculum throughout the year using a range of strategies:

- Pupil voice interviews.
- Staff voice surveys.
- Learning resources review
- Attendance at children's performances

Feedback will be provided to SLT and Leader of learning to inform them of areas to celebrate and any areas for further development.

Assessment

Assessment is part of the continuous process of planning, teaching and learning. Evidence for recording and reporting purposes is gained from teacher observation, video and photographic evidence, graphic or standard scores and in children's performances. Annual reports for parents will indicate whether children are at Age Related Expectation, whether the child has contributed to school life over and above expectations, this may include

involvement in the musical life of the school. Teachers may wish to make a personal comment about a child's achievements, effort and progress in music.