

Music Policy

St Patrick's Catholic Voluntary Academy



Approved by:	Headteacher	Date: January 2024
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Last reviewed on:	September 2024
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Next review due by:	September 2025 (Annually)
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Our Vision of Discipleship

We are a distinctive Catholic community, which lays strong foundations and values of lifelong learning. We believe we are made in the image of God and are special in his eyes. We will endeavor to ensure that school, parish and home, work as one. Saint Patrick's is a unique place of learning where all are motivated to be the best they can be. We embrace the inspirational challenge to nurture a Christ-centred curriculum.

Our approach is to take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. By focusing on what unites societies rather than our differences, we strive to create a culture of tolerance, equality and friendship not just among pupils but all members of society.

We will provide a place where everyone can flourish, feel safe and are valued. We aim to provide innovative learning opportunities in a forward-thinking environment, where all are prepared to embark on future challenges with excitement and confidence. The world of learning will embed qualities such as integrity, honesty, faith and truth.

All children are challenged to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and rich curriculum. Our students are given time to explore subjects and develop deep understanding.

Our commitment is to enable our children to be confident, autonomous learners by developing a range of key learning skills including resilience, independence, patience, perseverance and teamwork. We want our children to be prepared for life in modern Britain and the global society and we understand the challenges our children will face in the next phase of life's journey.

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1. Rational and Objectives

High quality music sessions give children the opportunity to listen, appraise, perform and compose different genres and styles of music. Opportunities are given to perform to a variety of audiences such as, parents, end of year class assemblies, Christmas and advent performances and to the local community.

Music at Saint Patrick's encourages children to participate in small group or individual music tuition outside of school for example choir and instrument lessons. Saint Patrick's also gives this opportunity to children within school by offering piano and keyboard lesson from an excellent music teacher. Throughout music lessons, children work individually, in groups or as a whole class to learn one musical instrument, the glockenspiel.

Our objectives in the teaching of music are:

- To help children of all abilities develop positive attitudes and experience success in music.
- To explore how sounds are made.
- To show how music is produced by a variety of instruments and how music is composed and recorded.
- Enjoy and appreciate a wide variety of musical styles
- To develop imagination and creativity.

This policy should be read in conjunction with the Music Content and Concept Organiser which states the intended learning and end points. This is used to produce individual music sessions, alongside the Charanga website and resources.

Audience:

This document is intended for:

- All teaching staff and staff with classroom responsibilities.
- School governors.
- Parents
- LA Advisor/ Inspectors
- Inspection Teams.

Copies are provided for staff and governors, as well as published on the School Website.

Paper copies of all documents are available upon request from the School Office or from the Curriculum Lead.

2. Aims

We aim to:

- Ensure children see themselves as a musician, no matter what age they are or what background they are from.
- Enable children to make links between music and other subjects.
- Make children aware of the many jobs relating to music and that they could have one of these jobs if they would like.
- Ensure that children leaving Key Stage 2 are well equipped for secondary school with the musical knowledge and skills that are required.
- Encourage independent and team-working skills.

3. Health and Safety:

See Whole School Policy on Health and Safety.

Children are taught the importance of keeping safe in all lessons in the classroom and around school and are encouraged to identify how we can be safe during music.

- Using instruments appropriately.
- Electrical equipment will be inspected regularly.

4. Progression:

In the Early Years, children are exposed to music through a variety of activities. Music is taught throughout different topics during the year and contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. Children are given early opportunities and expectations to use a range of instruments in the foundation stage, learning how to use these expressively. Confidence can then flourish as the children progress throughout their school journey.

Learning from the Early Years is built upon in Key Stage One and in Key Stage Two. Previous learning is revisited before new learning occurs, to ensure misconceptions are addressed and that children are gaining a deeper understanding as they build upon their current knowledge with new knowledge. Learning is broken down into small steps to support this and reduce cognitive overload.

5. Content, delivery and curriculum organisation:

Planning and delivering the curriculum

Our curriculum has been created to ensure that the skills and knowledge taught meets and exceeds the aims of the national curriculum, where children have the opportunity to ask questions and learn through practical, hands on activities. Music in Key Stage One and Key Stage Two is taught using the Charanga scheme to ensure that by the end of each key stage, children have experienced all that they need to know and that their learning has been built upon.

Music lessons are delivered in weekly in at least 45-minute sessions. This time slot for music is on the same day for most Key Stage One and Key Stage Two classes with some variations due to timetable needs. Practical hands-on activities are used to deepen children's understanding of musical instruments and content they are learning. Children in Key Stage 2 have a weekly hymn practice, led by the Head Teacher and Music School Teacher who plays the piano. All children attend hymn practices in preparation for Whole School Masses, Liturgies and performances.

Impact:

The impact of our implemented music curriculum at St. Patrick's Catholic Voluntary Academy is that our children's musical skills and understanding will be developed each year on their learning journey.

Our curriculum will enable children to:

- Develop an ability to listen to, appreciate and understand a wide variety of music, including different styles, periods and cultures.
- Have the opportunity to explore and express ideas and feelings about music, in a variety of ways, for example through art.
- Explore a range of musical elements, for example: pitch, tempo and dynamics.
- Encourage active involvement in creating and developing musical ideas using voices and instruments – both tuned and un-tuned.
- In Foundation Stage and Key Stage 1, children will start to explore glockenspiels.
- In Key Stage 2, children will learn to play glockenspiels.
- Develop a sense of group identity and togetherness through composing, rehearsing and performing music with others, to an audience.
- Enable all children to have access to music and develop an enjoyment of music which will always be part of their lives.

By the time children leave Saint Patrick's Catholic Voluntary Academy, they will be given the skills and knowledge to understand the impact music can have on our lives and cultures and how it can play an integral role in our emotional wellbeing. Our children will be competent in understanding, dissecting, discussing, reading and performing music in a variety of ways. Children will have developed a lifelong love for music and choose to partake in musical activities both within and outside the school environment.

6. Curriculum Enrichment:

Children's learning in music is further supported through the arrangement of musical activities outside of school, as well as where possible having visitors in to speak to the children. For example, visits to the care home, Young Voices and visits from the Sheffield Music Hub.

7. Classroom Organisation and Teaching Style:

Class Teachers are responsible for their own class organisation and teaching style in relation to music, whilst at the same time ensuring these, complement and reflect the overall aims and philosophy of the school.

In classes children are taught in a variety of ways, with an emphasis on adaptive teaching. This may be:

- In groups to support one another, co-operation and effective learning together.
- As a class, where introductions, modelling, discussions, singing and playing of instruments are appropriate.

8. Inclusion:

We are a fully inclusive school and all children at St. Patrick's Catholic Voluntary Academy are given equal opportunities in Music, regardless of their gender, academic ability, Special Educational Need, social, cultural and linguistic background. Adaptive teaching is used to provide support for children who may need this, as well as to stretch and challenge children.

For gifted and talented pupils, teachers provide additional opportunities to take responsibility, develop leadership skills, think musically, use and apply their musical talents for the good of the class or the wider community. For example, playing their musical instruments while children enter assembly and music assembly for parents and carers.

9. Gifted and Talented:

The words "gifted" and "talented" can be used in many different ways. The Department for Education and Skills uses the following definitions:

Gifted: the top 5%-10% of pupils per school measured by actual or potential achievement in English, Maths, Science, History, Geography, Modern Foreign Languages, RE, ICT or Design and Technology.

Talented: the top 5%-10% of pupils per school measured by actual or potential achievement in the subjects of Art, Music, PE or the Performing Arts. However, one element of this description should be emphasized: it is the top 5%-10% of pupils, *per school, regardless of the overall ability profile of the pupils.*

How to identify the More Able in Music:

Parent and Pupil Feedback: a student might have interests outside of school that teachers are unaware of. Parents should be invited to communicate this information to teachers. Equally pupils should be encouraged to identify their own individual strengths and weaknesses.

Teacher identification: teachers are often best placed to identify which students are gifted or talented. They may also be aware of when students with gifted and talented potential are underachieving.

What support should More Able children be given?

Once the More Able children have been identified, our school will begin a coherent and consistent provision strategy. This will usually involve a combination of the following methods of support.

Enrichment: when children are encouraged to go beyond the usual limits of a subject or topic. Enrichment activities might involve extra classroom exercises or more open-ended project work.

Extension: when children are given activities that develop higher order thinking skills and work practices. Extension activities help children to work with greater autonomy and self-discipline.

10. Records and Assessment

Assessment is ongoing and evidence for recording, and reporting purposes is gained from teacher observation. Teachers video performances and take photos to evidence participation and progression.

11. Roles and responsibilities

11.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Headteacher.

11.2 The Headteacher

The Headteacher is responsible for ensuring that Music is taught consistently across the school.

11.3 Staff

Staff are responsible for:

- › Delivering Music in a creative and inspiring way

- › Monitoring progress
- › Responding to the needs of individual pupils

11.4 The Role of the Music Subject Leader

- Supports colleagues in their teaching by keeping them informed about current developments in the subject.
- Provide a summary of the children's work and observe Music lessons across the school.
- Plan CPD for staff.
- Monitor provision of the curriculum and resources across the whole school.
- Monitor the progress pupils have made pre and post teaching through assessment activities, not just assessing against the intended end points.
- Provide adequate resources for all classes which are catalogued, stored and replenished as required.

11.5 Pupils

Pupils are expected to engage fully in Music, through lessons which are both interesting and inspiring.

12. Monitoring arrangements:

The impact of Music learning will be monitored by the Music Subject lead through a triangulation of activities, which include:

- lesson observations
- planning scrutinies
- pupil voice
- staff voice
- captured learning for example on SeeSaw and or Pic Collage.

13. Policy Monitoring and Review:

This policy is monitored by the Music Leader. It is evaluated and reviewed by the whole staff and Governors annually to ensure that it continues to meet the needs of the children, staff and parents, and that it is in line with current DfE advice and guidance.

14. Links with other policies

This policy links particularly to the following policies and procedures:

- SEND Policy.
- Music Content and Concept Organiser.
- PSHE policy

January 2024.