



St Mary's R.C Primary School Music Policy 2020-2021

Vision: 'A Journey to Excellence'

We believe that each child is made in the image and likeness of God therefore we develop the 'whole child' to reach their individual potential. We have high expectations and celebrate success both academically and socially. We aim to provide an outstanding Catholic education so that we can make a valuable contribution to the community in which we live and serve.

Mission statement

'We are happy living and learning in God's Friendship'

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[Updated curriculum overview 2020: Covid-19](#)

During the lockdown this year, music has played an important role in peoples wellbeing and mental health. Music is something which people can relate to in their everyday lives and communicates important messages of hope and togetherness. In light of the current situation that we are facing, Charanga have adapted their scheme of work so that children can still enjoy learning music in school in a safe way, following current guidelines.

The scheme has been adapted for Autumn 1 and Autumn 2, with more updates to follow soon. At St Mary's we are not using woodwind instruments or singing (this is in line with local guidelines). We are using the adapted scheme; using percussion instruments which are being regularly sanitised before and after each lesson. We are also following our school risk assessment for Covid- safe learning. Below are the units which have been updated (marked with a green +)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR R OVERVIEW & PLANNING	+ Me! 1 2 3 4 5 6	+ My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 1 OVERVIEW & PLANNING	+ Hey You! 1 2 3 4 5 6	+ Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 2 OVERVIEW & PLANNING	+ Hands, Feet, Heart 1 2 3 4 5 6	+ Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 3 OVERVIEW & PLANNING	+ Let Your Spirit Fly 1 2 3 4 5 6	+ Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 4 OVERVIEW & PLANNING	+ Mamma Mia 1 2 3 4 5 6	+ Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 5 OVERVIEW & PLANNING	+ Livin' On A Prayer 1 2 3 4 5 6	+ Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel-Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 6 OVERVIEW & PLANNING	+ Happy 1 2 3 4 5 6	+ Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Music and Me 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Curriculum Intent

At St Mary's RC Primary School, we intend to make music an enjoyable learning experience and for our children with the overall intention for them to be confident in the performing arts.

When our children begin their journey with us, they build up a basic understanding and appreciation of music through singing nursery rhymes. Our children learn the names of basic musical instruments, they explore and describe the different sounds that they make. As the children move into Key Stage One, we begin to teach the children about the pulse and the rhythm that we hear in songs. The children listen to a variety of pieces of music and discuss what they like or dislike about different songs. The children also begin to learn how recognise basic notation to play tunes using instruments like glockenspiels and recorders. In Key Stage Two, the children build on these firm foundations and begin using their understanding to compose and perform their own pieces of music. They continue to develop at a deeper level the mechanics of what makes a piece of successful music and the ability to evaluate and improve their performances.

1. Aims

- To provide all children with a broad range of fulfilling musical experiences with purpose and enjoyment, with the potential to develop the necessary skills and aptitudes to pursue Music in their future lives.
- To use Music in a cross-curricular fashion to raise standards across the school.
- To meet the requirement of the National Curriculum as fully as possible and enable all children to reach the highest possible standards of achievement.
- To create the atmosphere and levels of resource to encourage all members of the school community to learn and enjoy Music.
- To provide all children with a wide range of musical opportunities that may encourage children to use aptitudes they had never previously considered and to make decisions that may affect them in the wider world.
- Encourage the Learners in our environment to be confident and independent in their use of Music across the curriculum.
- To provide children with a range of Music experiences that will encourage them to become proficient, independent and discerning musicians who recognise where and when Music can enhance learning and integrate it into broader cross-curricular experiences.

2. Subject Statement

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

3. Teaching and Learning including Curriculum, Planning and Organisation

All teachers have an outlined scheme of work provided by Lancashire Music Service 'Charanga'. This scheme of work encompasses all aspects of the National Curriculum for music; being taught either as discrete lessons or as part of a wider topic-based approach, dependent upon the content being delivered. The music scheme 'Charanga' is a modern, comprehensive, whole school digital resource to aid teaching of the new primary music curriculum. We ensure continuity and progression in our Music Curriculum using direct teaching, practical activities, and opportunities to perform.

The profile of music is still being raised throughout the school. This will be achieved via school productions, singing in assemblies and individual music lessons.

In teaching Music, a range of teaching and learning experiences should take place with all learning styles considered. The teachers will use the units outlined by 'Charanga', providing active, engaging and purposeful lessons and activities for children of all abilities. The interactive whiteboard is used to deliver the music scheme. As the school progresses into the future, resources will be focused on increasing the amount of musical provision we have available to broaden musical experiences and to extend children's learning out of the classroom.

Music should be shared through a variety of means and a positive relationship fostered with home, school and the wider community. As part of the current Music provision within school, we will continue to focus on developing a shared musical culture within school to foster both higher level cognitive skills and a sense of community. There will also be provision for musical activities implemented within the upcoming academic year, including shows and performances.

4. Early years

At St Mary's we believe that Music experiences in the early years are vital for the children to develop competent speech and language and a shared, cultural identity. Music resources are accessible through planned continuous provision. The nature of the Early Years Foundation Stage allows Music to be incorporated into a wide range of areas and is planned for where Music makes a difference to a child's development.

5. Assessment, Recording and Reporting

The principles for assessment for learning will underpin the assessment of Music. We will aim to use a variety of methods to assess pupils including practitioner observations, summative and formative assessment that fully informs future planning. Information is shared throughout the school through display, celebration events, newsletters, reports, and the school web-site. Children will also be encouraged to evaluate their own and others' work in a positive and supportive environment. The assessment arrangements for Music are recorded using Target Tracker and data is updated and monitored every half-term.

6. Monitoring

Regular monitoring of all aspects of Music informs the subject leader and school improvement plan/school evaluation form on a regular basis. The Music Coordinator will aim to use a variety of monitoring strategies including: discussion with children, observation of learning environments, aspects of teaching, planning and work samples on a formal and informal basis with the aim of ensuring adequate curriculum progression and skills.

7. Inclusion including meeting the needs of SEN pupils.

All pupils, irrespective of gender, ability, ethnicity and social circumstances should have access to Music and make the greatest possible progress, in order to do this, children's individual needs will be addressed through the provision of resources, learning styles, questioning and positive exposure to Music will be promoted by all. All items put in place will be in line with the schools SEN policy document.

8. Resources

Resources are purchased and deployed effectively to meet the requirements of the Foundation Stage Curriculum and National Curriculum. Annual audits are planned and undertaken by the Music Coordinator in order to ensure that the school is comfortably equipped to meet the needs of its learners. Future resources will be accounted for in the school development plan for Music, which will be reviewed annually. The Music Coordinator, in consultation with teaching staff, ensures that the deployment of Music resources will be effective and valuable to the teaching and learning of Music. Specifically, sets of instruments should be acquired to link with the 'Charanga' recommendations and timetabling of these instruments also needs to be organised.

9. Professional development and training

Effective implementation of this Music policy is subject to staff being adequately trained and competent in all areas of Music. In order to meet the needs of staff in the school, regular skills audits will take place by the Music Coordinator which will inform future training needs. Training will be provided through a variety of sources including Local Authority Advisers, External Training Agencies as well as in school training from the subject leader.

10. Health and Safety

All health and safety requirements are met in the school and age appropriate class. Equipment is maintained to meet the agreed safety standards.

11. Roles and Responsibilities

The Senior Management Team has the overall responsibility for Music; however, the subject coordinator is responsible for monitoring curriculum coverage and the impact of learning and teaching. All stakeholders will work together to ensure the implementation of the Music policy.

12. Monitoring and Evaluation

The Senior Management Team and The Subject leader will monitor planning, teaching and learning, assessment and coverage of all topics for Music.

This policy for Music will be reviewed. Evaluation will consider:

- External inspection/advice

- Staff development
- Coverage of programmes of study

Prepared by: Linda Jackson (Music Subject Leader)

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Review: September 2021