

# St. James the Great School RC Primary and Nursery School



## Music Policy

**Date Created:** Autumn 2016  
**Date Reviewed:**

## **Rationale**

From St. James the Great Mission Statement:

“...the school will provide a framework within which all pupils are enabled to develop the highest possible level of achievement, fulfilling their academic, moral, physical and spiritual potential.”

Music is a means of expression available to all children, which can remove barriers of language, culture, age or intellectual ability. It has the same power as paint, sculpture, and mime to encourage accuracy and depth in the imaginative expression of thoughts and feelings. It can give greater insight into the self and can reach a far wider audience than almost any other means of expression.

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it plays an important part in personal development. 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 to 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**

At St. James the Great School our aims are to:-

- Develop an increasing awareness of the place and value of music in the understanding of traditions, cultures and idioms, especially the Catholic Christian tradition.
- 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
- 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
- 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.
- Fulfil the National Curriculum requirements for Performing and Composing, and Listening and Appraising by:
  - *Fostering children’s sensitivity to, and understanding and enjoyment of, music through active involvement in a planned and structured way;*
  - *Developing the disciplines of listening, performing and creating both as an individual and in a group activity;*
  - *Ensuring for each child the progressive development of musical skills and language to enable confident and competent participation;*

- *Developing open-minded, sensitive and discriminating attitudes in evaluating their own and others' work;*
  - *Developing transferable skills which contribute to the whole school curriculum.*
- Enable children to recognise, use and develop their musical skills to:-
    - *Develop aesthetic sensitivity.*
    - *Use music as a means of self expression.*
    - *Understand the thoughts and feelings of others.*
    - *Enhance the achievement of others.*
  - To develop a foundation for the enrichment of leisure in the future both as listeners and as music makers.
  - To promote musical activity as “fun” and, at a deeper level, to experience the satisfaction and delight that comes from hard-earned achievement.

## **Objectives**

### **EYFS and Key stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### **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.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Pupils' musical repertoire will be extended by listening to and performing music from other cultures, other times and the present day, in classical, folk and popular styles.

Pupils will listen to the work of both influential and lesser known composers, both Western and non-Western. From time to time all children will attend concerts and recitals given by professional musicians. These will take place both in and out of school, usually in school time.

Opportunities exist for the whole school to assemble regularly and frequently to share music together as listeners and performers. These include:-

- Listening to music at assembly.
- Listening to music which forms part of an assembly presentation.
- Hymn practice.
- Being an audience for final dress rehearsals at Christmas, end of term, end of year concerts.

In addition Masses and Prayer Services held in school and in church provide an opportunity for music to focus worship and meditation.

Pupils will be enabled to reach the highest standards that they can achieve. Provision will be made for children to develop their own interests and to form a skilled unit performing to the rest of the school and to a wider audience. These activities will, as far as possible, be timetabled within the school day and will include:-

- Peripatetic music tuition.
- A junior school choir and chamber choir.
- Other musical tuition as available.

### **Teaching and Learning**

Music education will aim to implement attitudes, skills and knowledge as outlined in the school's Teaching and Learning Policy.

### **Music Teaching**

As in all other areas of the curriculum, the planning and delivering of music to the class rests firmly with the class teacher. It is important that music is experienced as a relevant part of other studies. Many skills addressed by the music curriculum relate closely to English, Maths and Science. The links with history are particularly strong in the study of artistic and creative achievement of past and present civilisations where music is an important and vivid source of evidence about the past. Areas of learning in geography can be imaginatively supported by musical activities. The links between music and RE, art, drama and dance are clear, each significantly enhancing the understanding and enjoyment of the other.

The class teacher is in a unique position to recognise and adapt to the individual needs of their children, to recognise and build on children's musical strengths, be aware of and encourage those

with difficulty, foster the valuing of individual differences and celebrate cultural traditions represented by the children in their class. It is important that teachers should recognise and acknowledge the validity of their own musical experience and its value as a basis for teaching the children in their own class.

### **Planning, Record Keeping, Assessment**

Planning will follow the school format for Medium Term Planning and will follow the Music Express and Sounds Musical collation as a Scheme of work. Units of study should ensure breadth of cover and an integrated approach to the teaching of the two Arts. Guidance and support for a structured approach in the selection of material and activities will be given by the Music Leader.

Half-termly plans will be monitored by the Music Leader.

A record of children's assessment will be recorded at the end of each academic year, to be kept in the Green Folder, in line with the other foundation subjects. Informal end of topic assessments can be used by the class teacher to track each child's progress against separate learning intentions. In line with the 2015 changes to the reporting of English and Maths, levels will no longer be used but pupil progress assessed according to whether pupils are not meeting, meeting or exceeding the expected standard for their year group.

### **The Role of the Music Leader**

- To aid with the planning of the curriculum, liaising with staff.
- To plan any necessary Inset for staff development.
- To keep abreast with any new musical developments in music education, disseminating any relevant information to colleagues.
- To attend termly Music Leaders twilights run by the Music Service.
- To be responsible for upkeep and purchase of resources required to implement the music curriculum.
- To adopt a consistent approach to record keeping and assessment.
- To be aware of any musical opportunities within the locality and further a field for children to experience a variety of music making events.
- To provide opportunities for pupils to join extra curricular music groups at lunchtime and out of school.
- To liaise with the peripatetic teachers who visit school.
- To liaise with staff concerning concerts, assemblies, rehearsals and special services where music is involved.

### **Conclusion**

Music demands good discipline – performance without it is impossible, encourages interaction – it can lead to a close involvement and rapport between teacher and pupil.

**Next Policy Review Date:** Spring 2017