



Music Policy

Date: September 2018

The child grew and became strong in body, mind and spirit.'
(Luke 2. v40)

Policy
Mission
Statement

'GROWTH...the journey is never ending...'

At St. Peter's our vision starts with growth.

'The child grew and became strong in body, mind and spirit.'

(Luke 2. v40)

Growth of body; we aim to develop healthy, active, unique children who are confident in the body God has given them. Our uniqueness and individuality bring us together as one community with a common understanding.

Growth of mind; we aim to foster, nurture and develop the knowledge, curiosity and understanding of all.

Growth of spirit; we aim to nurture all members of our school spiritually by developing a core Christian, moral purpose rooted in scripture.

***"Music expresses that which cannot be said and on which it is impossible to be silent."* – Victor Hugo**

Our Vision/Ethos/Aims

At St. Peter's C.E. Primary School, we are determined to instil in our children a sense of self-worth, coupled with the ability to communicate and express their own thoughts, feelings and opinions clearly and effectively.

We achieve this by cultivating in them a love of music. In a positive and caring environment, in which music is inspirational, holistic and meaningful, our children develop co-ordination, imagination, creativity, aesthetic sensitivity, confidence and ultimately fulfilment.

By providing opportunities to create, play, perform and enjoy music, we inculcate in our children an appreciation for culture and community, and develop in them a better understanding of the world they live in.

Teaching and learning style

EYFS

Planning in EYFS is holistic and thematic. Children are regularly given the opportunity to sing songs, make music, and move to it. They are taught how to, and experiment with, manipulating different sounds; singing simple songs, recognise patterns within music and matching movements to music. Children are encouraged to listen to a variety of different musical pieces in order to develop their listening skills. *“Opportunities and encouragement are provided for sharing their thoughts, ideas and feelings through a variety of activities in... music and dance”* (DfE, 2017). There is an area of continuous provision, in which children complete challenges or tasks relating to a holistic theme, chosen by the practitioner and based on the thoughts and interests of the children. These challenges change as the holistic theme changes. Children’s achievements in music are documented in their learning journeys under the area of expressive arts and design, particularly against ELG 17 (Early Education, 2012).

KS1 and KS2

The knowledge, skills and understanding in the programmes of study identify the interrelated aspects of music in which pupils make progress:

- performing skills (controlling sounds through singing and/or playing)
- composing skills (creating and developing musical ideas)
- appraising skills (responding and reviewing)
- listening skills (applying knowledge and understanding)

Teaching will ensure that listening/applying knowledge and understanding is always developed through the interrelated skills of performing, composing and appraising. This will involve:

- a range of musical activities that integrate performing, composing and appraising
- responding to a range of musical and non-musical starting points
- working on their own, in groups of different sizes and as a class
- a range of live and recorded music from different times and cultures
- using ICT to capture, change and combine sounds

In Key Stage 1, teaching follows the programme of study laid out in the National Curriculum. Children are 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.

Planning in Key Stage 1 is predominantly taken from the Music Express scheme of work. Teachers ensure that they plan inspiring and engaging lessons that are in line with our school music progression map in order to ensure that progression is effective throughout school. Children are

given opportunities to listen to music, perform music and compose music which can be written down using simple and non-formal music notation. Teachers ensure that planning is available on the school staff share by the end of the second week of every term.

In Key Stage 2, teaching follows the programme of study laid out in the National Curriculum.

Children are 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.

We are lucky to be able to access peripatetic teaching from the St. Helens Schools Music Service in Years 3 (strings), 4 (woodwind) and 5 (brass). Peripatetic teachers are provided with our school progression map and plan lessons that follow our schools plan of progression. These plans are provided to the school so that they can put onto staff share. In year 6, music teaching focusses on voice and percussion. Year 6 attend the mass children's choir *Young Voices* annually to perform with a live band to a large audience.

Assessment for Learning and record keeping

At St. Peter's, teachers are provided with record sheets that allow them to perform formative assessments regularly. Each class is split into ability groups and tracked throughout the year against the targets found in the school music progression map. At the end of each academic year, a summative judgement is reached which determines whether each group of children have met the expectations of the year. Judgements are reached through observations of children in lessons, marking and observations of written and recorded work and discussion with the children. Moderation sessions between the music co-ordinator and class teachers are scheduled at the end of the year to ensure targets (especially composition targets) are valid and progression is fluid and effective. There is a section on each child's annual report dedicated to music.

Resources

There are sufficient resources for all music teaching units in the school. The majority of music resources are kept in the corridor (on the shelves and in the dedicated, movable music trolley). This

includes both tuned and untuned percussion and keyboards. Recorders and glockenspiels can be found in the cupboards outside the Head Teacher's office. Flutes can be found in the cupboards opposite the school library and stringed and brass instruments can be found in the musical instrument room (the Year 5/6 exit to the playground). Children in Years 3, 4 and 5 are encouraged to take their instruments home (after securing the correct permission) with them regularly in order to practise the pieces set by the peripatetic teachers.

Music and Christianity

At St. Peter's, we recognise that music is an excellent tool for worship. We consider singing to be a unique and special means to praise God, and exercise our voices regularly. We ensure that whenever we meet as a Key Stage or a whole school, in collective worship, we lift our voices in praise, singing two prayers and at least one of our favourite hymns. The children at St. Peter's are considered when selecting the hymns, and are involved in picking the 'set list' and in supplying the music and lyrics. We have a weekly hymn practise (which we call *Praise Time*), in which the children learn a variety of different hymns. As well as practising each hymn to ensure we are singing it accurately, we discuss the lyrics, their moral and how the message can affect our lives. At least three times a day, the children at St. Peter's pray to our Heavenly Father and two of these prayers are sung. We use our voices first at dinner time to thank God for all of creation and especially our food, and second, at the end of the day, to ask God for his protection and love as we go home. We consider music and singing to be excellent forms of fellowship and, as we sing and play together, develop our love for one another and display our love for Jesus Christ.

Promoting music across school

At St. Peter's there is a multitude of different ways we promote music. These include

- Whole school singing (daily), including weekly hymn practice worships;
- Class music lessons;
- Key Stage 2 choir (Mr. Badley), including a trip to the annual Peace Proms;
- Year 2 recorder lessons (Mrs. Nash);
- Additional tuition:

-drums, guitar, and keyboard lessons provided by Rockademy,

-piano/keyboard, violin and acoustic guitar lessons provided by the Schools Music

Service,

-'Play on' music sessions for woodwind, stringed or brass instruments provided by

the St. Helens Schools Music Service.

- Annual Key Stage 2 carol concert;
- Year 6 annual trips to Young Voices
- Throughout the year there are a number of opportunities for clubs and classes to perform,

for example, annual class worships, church services (including at Christmas and Easter) led by Reverend Stephen, Epiphany services at Liverpool Cathedral, infant nativities, summer fair talent shows, leaver's performances, etc.

School Choir

A Key Stage 2 choir is run each year by the music co-ordinator. The purpose of this choir is to give the children meaningful opportunities to develop confidence and control when singing. The songs are chosen carefully in order to provide opportunities for the children to consider issues of SMSC whilst singing. These rehearsals culminate with a performance (accompanied by thousands of other children and a live orchestra) at the Liverpool Echo Arena as part of the Liverpool Peace Proms.

The contribution of music to teaching in other curriculum areas

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books, and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based. Songs are a great tool for learning mathematical facts, such as times tables.

SEAL

Music contributes significantly to the teaching of the Social and Emotional Aspects of Learning. Through the common goal of making music, children learn to work effectively with other people, and to build good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school. Children have opportunities to perform throughout the year, in the form of special events, concerts within school, choir performances, class performances, and the infant nativity.

Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St Peter's CE Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Computing

Computing enhances the teaching of music, where appropriate, in all key stages. To prepare children for life in the 21st Century, it is essential that they explore how these subjects are now inextricably

linked. Children use computer programs to compose music. They also use ICT to enhance their research skills, whether through the Internet or on CD-ROMs. (Use of the Internet is in-line with our Internet Safety Policy). They listen to music on the Internet, and they occasionally record their own compositions using computer and tablet recording software. They might experiment with editing vocal recordings, which involves the use of a digital sound recorder. Children also use computing skills to improve the presentation of their work. The computers on our network all come equipped with the 2Simple Music software bundle, and our iPads are all equipped with Garage Band along with a multitude of other apps that allow the composition and appraisal of music.

Science

Music can enrich the understanding of learning about how different sounds can be made and how sounds can be changed. This is part of the statutory Key Stage 2 curriculum.

History/Geography

Through singing songs and listening to music from different times and places, music can enhance children's understanding of the past and the cultures of other countries.

Physical Education

Dance provides direct links with music in that it gives children opportunities to respond to music through movement.

Religious Education

Through singing songs in collective worship and as part of our religious celebrations, music plays an important role in our worship, understanding and celebration of Christianity.

Modern Foreign Languages

Music is a superb tool for learning new vocabulary and is at the centre of our French curriculum.

Role of the subject leader

It is the role of the subject leader to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Music throughout the school,
- support colleagues in their development of detailed work plans and implementation of the scheme of work,
- monitor assessment and progression in Music,
- take responsibility for the purchase and organisation of central resources for Music.

References

Department for Education. (2017) *STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION stage Setting the standards for learning, development and care for children from birth to five.*

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