



## MUSIC POLICY

### Our school motto

Never settle for less than your best.

### Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

### Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

### Introduction

This document is a statement of aims, principles and strategies for the teaching of Physical Music at St. George's Central Church of England Primary School. It is the decision of the staff and governors to teach Music alongside the attainment targets outlined in the 2013 National Curriculum document. These attainment targets will be met through cross curricular links made with the Clive Davies Focus materials wherever links can be made, and supported by the schemes of work set out by the Greater Manchester Music Hub

### What is Music?

At St. George's Central, we believe that Music is a powerful, unique form of communication, which can change the way that pupils think, feel and act. It brings together intellect and feeling, and enables personal expression, reflection and emotional development. As an integral part of our culture past and present, music helps pupils to understand themselves and relate to others, forging important links between home, school, Church and the wider world. The teaching of music develops pupils' ability in the fundamental skills of listening, improvising, composing, performing, appraising and appreciating and celebrating cultural differences. It offers the opportunity for active involvement in different forms of amateur music making, both individually and collaboratively, helping to develop a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment. Music can also have many physical benefits, such as the development of the muscles around the larynx and increased fine-motor control, in addition to promoting the self-esteem and well-being of all pupils within the school setting.

Music endorses the school policy on inclusion by providing effective learning opportunities for all pupils by setting suitable learning challenges, responding to pupils' diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of children. In an area which has experience of deprivation, Music education provides a vital means of mitigating against social and economic deprivation, and central to this is the need for all pupils to have a wide range of cultural experiences.

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## Aims

- To encourage all children to enjoy and show enthusiasm towards music.
- To develop children's capacity to express ideas, emotions and thoughts through music.
- To promote independent music making both in and out of school.
- To provide equality of opportunity to experience different genres of music and music from different times and cultures.
- To develop children's ability to respond sensitively, constructively, analytically and critically to music.
- To provide opportunities for all children to practically engage with the inter-related dimensions of music (pitch, timbre, texture, tempo, duration, structure and dynamics.)
- To develop children's skills in movement, such as co-ordination and dexterity, and in aural perception and discrimination, through exploring and organising sound (vocal and instrumental).
- To develop the self-discipline necessary to listen, appraise, compose and perform.
- To teach children about the variety of different musical instruments, how these sound and how to use these effectively.
- To encourage each child to share responses to his/her work and that of others, both with peers and adults.
- To build children's confidence in their own musical ability.
- To teach children to treat instruments and other musical equipment respectfully and carefully in order to maintain the quality of provision for other children.

## Curriculum content and skills

- During the Foundation Stage, children will regularly come into contact with Music, following the guidance from the 'Expressive Arts and Design' strand in the 2014 EYFS framework. This will involve activities such as singing simple songs and rhymes that can be learned by heart. Children will also be provided with the opportunity to explore and play musical instruments.
- In Key Stages 1 and 2, Music teaching will fulfil the programmes of study as outlined in the National Curriculum for Music.
- Where links can be easily and naturally made, Music will be taught in a cross-curricular manner alongside the humanities topic currently being studied from the Clive Davies 'Focus' materials. This has been prepared on a long-term plan for each year group over cycles A and B and ensures the coverage of the National Curriculum attainment targets.
- Where humanities links cannot be made, Music will be planned and delivered from the Greater Manchester Music Hub's 'Charanga' website, which includes detailed schemes of work, covering music from different cultures, times and genres and encouraging children to experiment using their voices, body percussions and instruments.
- Pupils in upper Key Stage 2 will be involved in the 'Musical Futures' programme, which involves children learning to play guitar, drums and keyboard. They will complete 'band' projects, undertaking a range of composing activities and will be encouraged to perform their compositions.
- Children will learn the subjective nature of Music and understand that it can take on many forms of expression, whilst still gaining a solid knowledge and understanding of the skills required to express themselves creatively.
- Children will be encouraged to respond critically to both theirs and their peer's work and provide positive evaluations and ideas for further development.
- Wherever possible, we will encourage visitors to our school to enhance the musical experiences that our children have.
- Children will be encouraged to participate and be fully involved in Music at their own level of confidence and ability.
- Children's work will be assessed regularly through observation during lessons, evaluation of finished pieces and discussion of pupil opinions/choices. Teachers will record the progress made by each child against the learning objectives for their lessons. The teacher will make an assessment of progress for each child as part of the child's annual report to parents.
- Children in the Year 4 cohort will be involved in the Wider-Opportunities Music initiative, which aims to provide children with free music tuition for a year. This will allow all Year 4 children to have free access to a percussion instrument for the duration of the year, after which they can choose to continue with their instrument through peripatetic lessons.

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- We will offer a variety of extra-curricular Music activities to provide children with the opportunity to take part in Music outside of the usual curriculum Music lessons. For a small cost to parents, Children in Years 2-6 can opt to have peripatetic music lessons provided by teachers from Wigan Music Service. Also, children in Years 2-6 can join the school choir, which will focus on developing their vocal abilities through the use of chants, solo singing and group singing activities. This will also promote children's enjoyment of singing. Children in the choir will be given regular opportunities to perform to audiences throughout the year and a variety of different events. There will also be a child-led club known as 'Magical Music' which will take place at various points in the year in the Music room to allow children the opportunity to explore the instruments in their own time.
- In addition to voluntary activities, school assemblies provide opportunities for all children to sing communally, which forms an important part of our school ethos.

### Skills and processes in Music

The following skills and processes are central to Music Education and are reflected in Attainment Targets and in learning opportunities:

- **Listening** – In order to engage actively with music, children must listen carefully. They must be able to distinguish between musical styles and instruments used and listen for other inter-related dimensions of music such as pitch, tempo, duration, timbre, and dynamics.
- **Improvising** – Using voice, body percussion or instruments, children must respond spontaneously to music through activities such as call and response. This encourages children to think quickly and respond efficiently.
- **Composing** – engaging in individual and collaborative composing activities using voice, percussion and tuned instruments, during which children have the opportunity to make music and practice this in preparation for performance.
- **Performing** – Having the opportunity to perform original compositions and known pieces of music to a variety of audiences, including peers, parents/carers, school staff and members of the wider community.
- **Appraising** – evaluating their own work and the work of others, offering critique and suggestions for improvement.

### Cross Curricular links

- Music is taught alongside the humanities topic being covered within the Clive Davies Focus Materials. Over the course of an academic year, it is therefore linked to history, geography, art, DT, science, RE, English, and dance.
- Strong links may also be made to reading through the implementation of the 'Book Talk' strategy. Children may study the lyrics of songs, looking for meaning within these.
- Music enhances the children's spiritual and social wellbeing and therefore has strong links with PSHE.
- Pupils are given opportunities to apply and develop their ICT capacity through relevant Music programs and through engagement with the Greater Manchester Music hub.

### Resources

- A range of resources, built up over time, are stored in mobile trolleys located in the music room. This includes a range of tuned and untuned percussion instruments, as well as a full class set of recorders. Keyboards, guitars and an electronic drumkit are also located in the music room.
- The Greater Manchester Music hub has a wide range of digital resources and planning tools for teachers.
- Teachers are invited to utilise the range of percussion instruments provided by Wigan Music Service as part of the Wider Opportunities scheme and the guitars, bass and drumkit provided by FLHS, as and when necessary.

### Assessment, recording and reporting

- Children's learning is assessed during lessons by class teachers. Evidence of this can be collected through photographs and sound/video recordings of children's performances. This evidence can then be kept in the 'Music' file on the school's secure server.
- Appropriate progression and standards are also monitored during a block subject monitoring time by the Music leader through pupil interviews, lesson observations and monitoring of planning.

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- Teachers will assess children's progress in different areas of music each term and complete a colour-coded assessment record. The results of this will then be collated.
- Parents are kept informed of the Music covered each half term via the school website curriculum overviews.
- End of year reports keep parents/carers informed of their child's progress in Music.

#### Governors

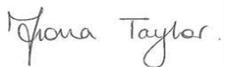
The subject leader will encourage positive links to keep the governing body aware of all major issues related to music in the school.

#### Conclusion

At St. George's Central we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

Date of policy: March 2020

**Developed by: Miss V Gray**



Chair of Governors

Date: March 2020

**Policy approved: March 2020**



Headteacher

Date: March 2020

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