



St Francis Church of England Primary School



Vision:

Our aim at St. Francis Church of England Primary School is to guide our children to live fulfilling lives, rooted in the values taught by Jesus, based on the Gospel value of love for one another.

Mission Statement:

Love Faith.

Love People.

Love Learning.

Our 8 Core Values:

- compassion
- service
- fellowship
- hope
- creation
- endurance
- thankfulness
- trust

Our vision, mission statement and values are at the core of everything we do. They underpin our teaching and learning, interactions and environment.

Policy Title:

Music Policy

Date of Policy: Summer Term 2018

Policy Review Date: Summer Term 2019

Headteacher: *S. Thomas*

Chair of Governors: *P. Rushton*



1 Aims and objectives

1.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enable children to better understand the world that they live in. 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.

1.2 Our objectives in the teaching of music are:

- to explore how sounds are made, and can be organised into musical structures;
- to show how music is produced by a variety of instruments;
- to teach how music is composed, written down and created using technology;
- to examine the relevance of when, where and why a given piece of music was written;
- to develop the interrelated skills of composition, performance and appreciation.

2 Teaching and learning style

2.1 At St Francis School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

2.2 We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting differentiated tasks;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children;
- providing specialist support where individual children have particular gifts or talents.

2.3 As a church school, music is an integral part of our worship and the children learn a wide variety of traditional and modern hymns and songs. They are encouraged to see music and singing as a form of praise and celebration.

3 Additional music teaching

3.1 Children have opportunities to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Authority's Music Service, and our school has chosen to participate in the programme. Some music tuition is delivered within curriculum time, through the First Access programme. Separate keyboard/piano lessons are made available to any junior pupil whose parent/carer agrees to pay for their lessons. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson. We encourage the children taking these lessons to share their skills and each music group gives at least one whole school concert a year which parents/carers are invited to attend.



4 Music curriculum planning

- 4.1 Music is a foundation subject in the National Curriculum. Our school uses the national scheme of work for music as the basis for its curriculum planning. We use the Chris Quigley Essentials to provide a skills set for children to develop within music and we use the published scheme “Charanga” to provide plans and resources for teachers. By using both of these we ensure that the topics the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:
- increasing breadth and range of musical experiences;
 - increasing challenge and difficulty in musical activities;
 - increasing confidence, sensitivity and creativity in the children’s music-making.
- 4.2 Our long-term plans are taken from Chris Quigley’s Essentials and list the skills which pupils work on developing throughout an academic year. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum. Where appropriate, children study music topics or take part in music tasks in conjunction with other subjects or to coincide with particular times of year.
- 4.3 Our medium-term plans are taken from “Charanga” and give details of a unit of work which would usually be delivered within a half term period. By following “Charanga” plans, we address almost all of the skills required for a year group within each unit of work. The subject leader is responsible for monitoring and reviewing these plans and ensuring full coverage over the year and progression through the years.
- 4.4 Individual lesson plans, again from “Charanga” list specific learning objectives and expected outcomes for each lesson. The class teacher is responsible for keeping a record of what has been taught and how well pupils achieved and can discuss this with the subject co-ordinator upon request.

5 Early Years Foundation Stage

- 5.1 We teach music in reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children’s work to the objectives set out in the Early Learning Goals which underpin curriculum planning for Early Years children. Music contributes to a child’s personal and social development. Counting songs aid mathematical ability and songs from different cultures increase a child’s experiences. Music activities help to develop listening and language skills needed for all areas of learning.

6 The contribution of music to teaching in other curriculum areas

6.1 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.

6.2 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 are mathematically based.

6.3 Personal, social and health education (PSHE)



Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up 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.

6.4 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 Francis School have opportunities to encounter music from different cultures and, through their growing knowledge and understanding of music, they can develop more positive attitudes towards other cultures and societies.

7 Music and ICT

7.1 Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children use ICT to enhance their research skills via the Internet. They listen to recorded music through a variety of media. They experiment with recording and editing sounds, using computer programs or other technology. Children also use ICT to improve the presentation of their work. At all times, when using the Internet, the school's e-safety policy is adhered to.

8 Music and inclusion

8.1 At our school, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

8.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that teaching is matched to the child's needs.

8.3 Further assessment and intervention in line with our schools SEND policy will lead to the creation of individual or group targets for children with special educational needs or disabilities. Specific targets relating to music may be set if this is deemed appropriate for particular children and helpful towards them developing skills and making progress.

8.4 We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, e.g. in a musical ensemble at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9 Assessment

9.1 Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work and to engage in peer assessment. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil against the objectives and expectations. At the end of an academic year, information on a pupil's overall progress in Music is passed onto the next teacher and to parents/carers via the end of year report.

10 Resources

10.1 There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store, and instruments are on a trolley so they can easily be taken into class.



Where necessary, we can borrow resources from the Bolton Music Service's central stores to use in school.

11 Musical events

- 11.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. At St Francis School, we host a variety of performances throughout the year showcasing different types of music and involving pupils from different age groups. We also take part in concerts and events alongside other schools with groups of children who show an interest and volunteer at the time.
- 11.2 We have a group of junior children who take part in an annual large choir event, organised by Blackburn Cathedral. This helps the child to believe in themselves as singers and develop their singing skills to a higher level.
- 11.3 Children learning a musical instrument are encouraged to share their skills with the rest of the school and concerts are performed regularly (see above).
- 11.4 We are developing links with other local primary school for music ensembles, with assistance from Bolton Music Service.

12 Monitoring and review

- 12.1 The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:
 - supports colleagues in their teaching, by keeping informed about current developments in Music and providing lead and direction for the subject;
 - gives the headteacher an annual summary report, evaluating strengths and weaknesses in Music and highlighting areas for future development;
 - reviews evidence of the children's progress, observes music lessons occasionally and supports teachers in creating continuity and progression through school.
- 12.2 The quality of teaching and learning in music is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.
- 12.3 This policy will be reviewed at least every two years.