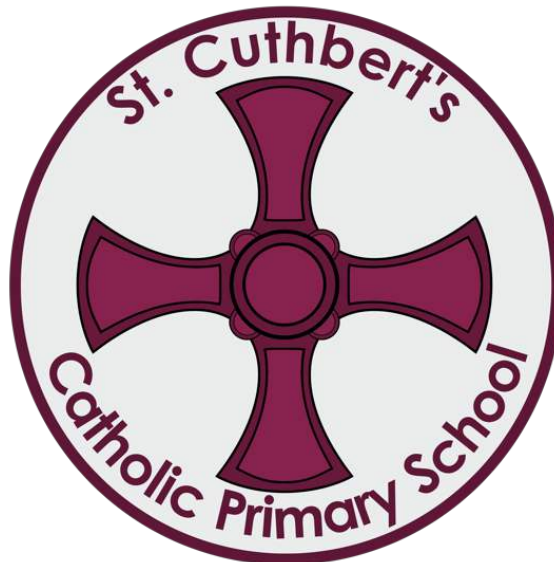


Music Policy

St Cuthbert's Catholic Primary



Approved by: Governing Body

Date: October 2022

Last reviewed on: April 2024

Next review due by: July 2025

Contents

| | |
|----------------------------------|---|
| 1. Introduction..... | 2 |
| 2. Vision..... | 2 |
| 3. Purpose of study..... | 3 |
| 4. Aims & Intent..... | 3 |
| 5. School Curriculum Intent..... | 3 |
| 6. Implementation..... | 5 |
| 7. Impact..... | 6 |
| 8. Review..... | 7 |

1. Introduction

You are unique, talented and loved by God

Every child has the right to an education. (Article 28 UNCRC)

**Education must develop every child's personality, talents & abilities to the full.
(Article 29 UNCRC)**

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations are not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils.

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in the teaching of music:

- **Excellence:** music is planned, taught and monitored to enable staff and pupils to achieve excellence.
- **Respect:** all of our school family are created in the image of Christ and are treated with equity and fairness. We are committed to providing support, high expectations and challenge for our staff and pupils, no matter their starting point, to help them develop their musical ability to the full.
- **Community:** we work as a community to achieve our aims and teach our pupils the value of collaboration and team work through music.
- **Gifts:** we support all staff and pupils to enable them to fulfil their potential.
- **Aspiration:** staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- **Celebration:** we recognise and celebrate success, resilience and positivity in music.

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer.

2. Vision

At St. Cuthbert's we are committed to providing all children with learning opportunities to engage in music. The purpose of Music education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. High quality art education equips children with the skills to explore, experiment, create and evaluate their own piece of music whilst engaging, inspiring and challenging pupils.

3. Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.

“For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them.”

Ofsted Research Review Series

4. Aims & Intent

The National Curriculum for music (detailed below in *italics*) aims to ensure that all pupils:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

At St Cuthbert's we aim:

- To ensure pupils have learned the knowledge and skills set out in the National Curriculum.
- To ensure learning of skills and knowledge in music is progressive.
- To ensure our curriculum promotes resilience and co-operation and celebrates effort and improvement.
- To improve the cultural capital of our pupils by teaching them about local, national and international composers and artists from different backgrounds and by teaching music that links meaningfully to their wider learning.
- To ensure pupils are encouraged to experiment and reflect on their own work.
- To give pupils the opportunity to work collaboratively on music projects.
- To ensure children acquire the skills to apply pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation

5. School Curriculum Intent

5.1 Early Years

The DfE identifies three areas that are particularly important for *building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:*

- *communication and language*
- *physical development*
- *personal, social and emotional development*

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

In Early Years, the development of children's musical and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

5.2 National Curriculum for Y1 to Y6

Key stage 1

Pupils will 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 interrelated dimensions of music

Key stage 2

Pupils will 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 interrelated 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

5.3 Inclusion

All pupils are entitled to a broad and balanced curriculum and this includes music. All lessons are tailored to the needs of the children in the class. There is no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through the curriculum will differ. Musical Inclusion is an approach to music teaching and learning that means all children and young people can make music, whatever their background or circumstances. It's about embracing every style and genre of music. It's about creating access to music-making in the first place, and providing the right support and opportunities so that young people can progress on their individual journey. It's also about music leaders having the right skills and resources to help each young person fulfil their potential. Pupils' difficulties and misconceptions are identified

through immediate formative assessment and addressed with in class support through discussion. Where children make less than expected progress efforts are made to ensure relevant support is put in place to help support the child. No child will be denied a full curriculum and concepts will be revisited if necessary to secure understanding. The cyclical nature of the curriculum enables pupils to revisit themes and further their understanding as they journey through school. We recognise that some SEND pupils may have sensory or physical needs where they might find sound overwhelming or find co-ordination in playing instruments difficult. Where this is the case, individual SEND Support Plans will detail necessary support. Staff are sensitive to and mindful of individual needs.

6. Implementation

6.1 Sequences of Learning

- We follow the BCCET units.
- The progress map demonstrates the expected outcome for each pupil at the end of year group, giving clear outcomes based on Technical, constructive and expressive skills. This will be achieved overtime through repetition of exercises.
- Each toolkit contains 4 components, each containing key skills (such as singing, listening and composing) to develop as musicians. We have deliberately not given the amount of teaching time for each component, as it will depend on the pupils and the class but it is expected that all components will be completed by the end of each term. There are links to videos and examples to support the teaching but are not intended for teachers to show to the class. High quality music teaching succeeds when the teacher is leading the music, giving suggestions for improvement and ultimately allowing the pupils to have more control of the sound they are making.

6.2 Timetabling

- Long Term Planning is in line with the National curriculum
- Classes teach music every week
- Pupils are given opportunities to reflect on and use their learning in music across the curriculum
- Year 3 are given the opportunity to learn violin as part of the First Access scheme with DMS.
- We have peripatetic music teachers delivering violin and guitar lessons.
- A KS2 choir meets every week

6.3 Classroom Environment

- Classes may have displays that reflect the current music unit of work and contain key vocabulary, composers and information
- Displays are encouraged to show work under development to show the musical process – displays do not have to be 'finished' pieces of work and pupils should not be creating carbon copies of a piece of work but rather exploring themes, knowledge and skills and interpreting them with some independence

6.4 Music Lessons

- Each lesson focuses on one clear objective which all children are scaffolded to achieve.

- Lessons allow pupils opportunity for creativity, reflection and discussion. It is not always relevant or purposeful to record work in e-books.
- Music work recorded in e-books will be looked at by staff without being 'marked', as this is the children's personal music work.

6.5 Assessment

We assess children's work in music by making informal judgements as we observe them during lessons; by assessing work and commenting as necessary. At the end of a unit of work teachers make a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment. We use these judgments as the basis for assessing the progress of each child and we pass on this information to the next teacher at the end of the school year. Videos and commentaries of their work are saved in book creator and uploaded to the shared drive to keep a record of progress.

6.6 Staff Development

We are committed to the ongoing development of music.

- Each year, we identify a focus area for improvement which is included in our School Improvement Plan.
- We invest in high quality teaching resources which support staff understanding and pedagogy
- Leaders support staff with planning and teaching; we engage with training and curriculum development with BCCET
- Music lead teacher has worked with Mike Summers, head of music at Durham County Council and a writing party from BCCET.
- Staff have attended CPD led by BCCET

7. Impact

Senior Leaders, music lead, teachers & teaching assistants are all responsible for monitoring the impact of the music curriculum to ensure pupils have a positive experience of art retain knowledge & apply their learning and creativity in their work.

- Teachers and Teaching Assistants use questioning, support and challenge effectively to gauge understanding in lessons and ensure the vast majority of pupils keep up
- Timetabling includes additional time beyond the music lesson to support consolidation, practise and challenge informed by identified needs in lessons
- Teaching & Learning is monitored through the Five Strand approach in line with BCCET which includes:
 - a. Checking of planning by subject lead / SLT to ensure thorough and timely coverage
 - b. Lesson observations
 - c. Shared monitoring of e-books with opportunities for discussion and shared practice to monitor impact collectively
 - d. Monitoring of assessment data
 - e. Pupil Voice

8. Review

This policy links to

- SEND Policy
- Marking & Feedback Policy
- Curriculum Policy
- Safeguarding Policy
- Curriculum Policy

This policy will be reviewed annually by:

- Curriculum Lead
- SLT
- Link governor or whole governing body