



St. Ethelbert's Catholic Primary School

Music Policy

"I serve Jesus with my body, heart, mind and soul."

Serviam means 'I serve'. Jesus Christ has taught us that it is more blessed to serve than to be served. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

Introduction

Music is among the major influences that come to bear on a child during his/her formative years in the primary school. Music forms part of a child's cultural development and provides opportunities for individuals to work together in a creative situation where each contribution is an integral and necessary part of the whole. As such, it fulfils the aims of awareness of others and harmony with them which are prominent in the school's Mission Statement. The aims and purposes of Music in school are to offer opportunities for children to:

- ❖ Develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interests and increasing their ability to make judgements of musical quality;
- ❖ Acquire the knowledge, skills and understanding needed to make music;
- ❖ Develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example, listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

Reception and Key Stage 1

During Reception and Key Stage 1, children listen carefully and respond physically to a wide range of different kinds of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy the way sounds and silence can create different moods and effects. The Kindermusik programme is adapted and followed during music lessons. Differentiation will be through task, outcome or adult support as described in lesson plans.

Key Stage 2

During Key Stage 2, children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise and develop their own musical compositions, in response to a variety of different stimuli, with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures. Children will follow the Music Express programme in Years 3, 4 and 6. Differentiation will be through task, outcome or adult support as described in lesson plans.

Through Soundhub funding, Year 5 children will learn to play an instrument and be taught general musicianship skills for a year. They will also be offered the opportunity to continue learning the instrument when they move to Year 6. To ensure that all children have equal opportunities, children can be part-funded to continue their tuition (see Remissions Policy).

Provision for children with additional needs and opportunities for more able children

It is recognised that children start school with very varied musical backgrounds. Lessons are differentiated through task, outcome or adult support (see plans) so that all children can reach their full potential.

Gifted or very musically able children will be identified at key stage 1 and 2. The 'performance' aspect of music can help to identify the most able and children who can sing in tune are encouraged to sing as part of the school choir from Year 3 onwards. Here they have opportunities for part singing and experience of a more difficult repertoire than can be taught in a mixed ability class. They have the opportunity to perform in a variety of venues for shows.

During Year 5, the children have the opportunity to learn an instrument for a year which is funded from the Soundhub budget. Children showing a particular flair or desire to continue learning the instrument have the opportunity to do so in the following academic year. To ensure that all children have equal opportunities, children can be part-funded to continue their tuition (see Remissions Policy).

Children are also able to learn how to play the violin, the keyboard and the guitar through private tuition organised by the school office (see Remissions policy).

Curriculum and Repertoire

Children will listen to:

- ❖ Classical, folk and popular music
- ❖ Music from different cultures
- ❖ Music from the past and present
- ❖ Music by well-known composers and performers

Listening will develop depth of understanding through longer pieces and breadth of experience through short extracts. In addition, the Choir has an ever growing and varied repertoire of songs. They also sing in Mass and assemblies. During hymn practice, KS2 and KS1 are building a diverse collection of songs. There are many class or Key Stage vocal and instrumental performances throughout the year. Children also learn transitional and subject-related songs during lessons.

History of Music

One of the aims of the New National Curriculum is 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.'*

This will be undertaken in the following ways:

- ❖ Children will develop a knowledge of the history of music and experience a range of different types of music during music lessons;
- ❖ In addition, every year group will have a 'music type' to listen to, evaluate and learn about in class (see the 'Music of the Term' chart below);
- ❖ The children will have one key session at the start of Terms 1, 3 and 5 where the 'music type' is introduced. They will also look at a PowerPoint and watch live performances on the IWB;
- ❖ Information regarding the music type will be displayed in each classroom and in each class's display area in the Music Room;
- ❖ Children will be encouraged to undertake research at home with regard to their 'music of the term'.

Music of the Term chart

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Year R	Nursery Rhymes	Contemporary Pop	Sea and Movement
Year 1	Elvis Presley	1980's Pop	Vivaldi's Four Seasons
Year 2	Abba	Louis Armstrong	Musicals
Year 3	Country	Mozart	Jazz
Year 4	Chopin	Indian Music	The Beatles
Year 5	Beethoven	1970's Disco	Spain
Year 6	Big Bands (1940's)	Native American	1960's

Cross-curricular links

Religious Education

- ❖ Developing an awareness of the contribution which music can make in our religious celebrations and services;
- ❖ Learning music for the Mass and a wide variety of hymns and prayers.

PSHE

- ❖ Songs to reinforce social skills and music as an expression of feelings.

Literacy

- ❖ Using words to teach rhythm;
- ❖ Discussing the meaning of words of a song to stimulate language development;
- ❖ Talking about music;
- ❖ Exploring the abstract or sensual sounds of words;
- ❖ Performing songs to reinforce the acquisition of vocabulary;
- ❖ Using music to enhance drama.

Numeracy

- ❖ Singing counting, number and shape songs.

Geography

- ❖ Looking at the music of a particular country or region.

MFL

- ❖ Experiencing and enjoying music from different countries;
- ❖ Songs to reinforce language learning.

Science

- ❖ Listening to and using sound from the environment;
- ❖ Studying sounds produced in different ways and by different sources;
- ❖ Learning songs which reinforce scientific concepts and embed knowledge.

Art & DT

- ❖ Responding to music by drawing, painting or modelling;
- ❖ Responding to a picture by composing music;
- ❖ Select music to accompany model making animations;
- ❖ Making simple instruments.

History

- ❖ Listening to music from an era e.g. Tudor;
- ❖ Learning and performing songs to enhance understanding of historical events;
- ❖ Exploring the development of instruments.

P.E.

- ❖ Experiencing rhythm through movement;
- ❖ Using music as stimulus for dance.

ICT

- ❖ Using the 2 Simple Music Toolkit and other musical software in the ICT suite and classrooms;
- ❖ Using a computer to create, alter and arrange sounds;
- ❖ Using a flipcam or microphone to record and play back work;
- ❖ Using the Internet to compose music and play musical games;
- ❖ Using the Internet to access music and information to share with others.

Assessment and evidence gathering

Teachers save photographs and recordings into a section of the Shared Teacher area during the terms that music is taught. In addition, examples of notation from children with a range of abilities are provided from each class. The music leader undertakes work sampling. Evidence for recording and reporting is also gained from teacher observation and questioning and pupil voice. Teachers assess performance in line with the schools recording and reporting arrangements at the end of each unit and at the end of the academic year.

Role of the subject leader

Administration relating to the music curriculum, the choir, visits to musical events and visits by musicians is the responsibility of the music subject leader. Private instrument lessons are organised by the school office. Monitoring is based upon on-going discussion with colleagues, review of planning, lesson observations, talking to children and work sampling – looking at photographs, recordings and notation. The music leader ensures that resources are in place to enable the curriculum to be taught effectively. Budget allocation for music resources is set by the Headteacher. In addition, the Soundhub budget is spent on providing vocal and instrumental tuition for children in Key Stage 2.

Private Tuition

Children have the opportunity to learn a musical instrument at school. At present, children are learning the keyboard, violin, recorder and guitar in small groups. Parents pay for the lessons, but certain children's tuition is subsidized (See Remissions Policy).

Health and safety

Pupils will be taught the correct and safe way to carry and use instruments and electrical equipment such as tape recorders and keyboards and to avoid injury to themselves or others. Instruments which are blown will be used by only one pupil and cleaned after use.

Parental Involvement and Community Links

Parents are invited to all class and school performances so that they can appreciate and enjoy their child's achievements. Some parents make costumes for plays and take their children to musical events. The Choir sing in all school Masses and are involved in many community events e.g. Summer Community Prom. They sing at a local retirement home and have sung at weddings and a funeral. The Choir takes part in Cluster projects and also sings with other schools in the Thanet Festival of Song. Children who have learnt instruments also have the opportunity to meet with other schools in the Cluster for performances.

**Mrs S Webb
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