



SAINT JAMES'

Church of England School
Nursery & Pre School



Music Policy

This policy has been adopted by the governing body of St James' CofE Primary School. It will be reviewed annually or as required.

Date written September 2020

Signed: Mrs J Moore/ Headteacher

Signed: Mr S Rusling / Chair of Governors

Vision Statement

Walking hand in hand with Jesus, fulfilling the potential God has given us

St James' CofE Primary School

Mission Statement

Through him we learn to live abundant lives, especially treasuring the values of **friendship, trust, thankfulness, respect, forgiveness, hope and courage.**

St James' CofE Primary School

Mission Aim

At St James' CofE Primary School, the Christian (and indeed inclusive human) values **friendship, trust, thankfulness, respect, forgiveness, hope and courage** inform our whole life together.

They were chosen in dialogue with the local community which identified them as exceptionally meaningful and valuable. Therefore, as a school community, we are committed to living these out and modelling them every day in each and every activity.

St James' CofE Primary School

Music Policy

The music curriculum aims to achieve:

The music leads have worked in partnership with the curriculum lead to construct a music curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. We aim for all pupils to be excited and inspired by music, to know more, remember more and do more because of their engagement in exciting music lessons and through opportunities to explore and experience music in the world. In line with our reading intent, we have ensured all pupils explore and engage in reading opportunities that develop the knowledge and understanding of music through time, appropriate to their age or ability. Ultimately, we want pupils to understand music and be inspired and motivated by the opportunities that lie within the subject; to leave primary education having learnt the skills needed to play a musical instrument; to be inspired and motivated by the works of musicians from the past and present and develop their own appreciation for music history; to give them the tools, knowledge and experiences they need in order to be independent and to delve deeper, so that they are prepared and well equipped to study music beyond the primary curriculum by the time they leave year 6.

Links to St James' whole school curriculum intent:

Whole school Curriculum intent

The four key principles that underpin our curriculum intent are:

1. Educating for **hope** and **aspiration**.
2. Educating for **community** and **living well together**.
3. Educating for **dignity** and **respect**.
4. Educating for **wisdom**, **knowledge** and **skills**.

The music curriculum intent emphasises the aim for all pupils to develop their knowledge, skills and abilities. Through a wider knowledge of the world they will become more aware of how music transcends many boundaries enabling them to have a deeper understanding of other cultures, civilisations and how music has developed and changed over the centuries.

Music Intent

Knowledge, wisdom, skills - Music is all about the gaining of knowledge. Following the needs of our pupils we focus on learning subject specific vocabulary in context, understanding music terminology, learning to read and understand staff notation, reading and listening skills, analysing historical sources of information and skills in debating and discussion, linking music to history, geography, RE, mathematics, reading, writing and oracy, including the use of Speak its. Wisdom can also be gained for the future – music for us isn't just about learning about past musicians and compositions or technological building blocks of music, it's understanding and appreciating the power of music and the impact that it has on our everyday lives.

Hope and aspiration – To inspire pupils to aspire to be musicians and appreciate our world through a love and understanding of music. To experience the music of the times and people that they study. To give the pupils hope for the future – to DREAM BIG, see how important, powerful and relevant music is to our own, everyday lives. For example, links to the PE curriculum see us exploring dance and movement to music including interrelated dimensions. Opening up opportunities for those pupils who aspire to be athletes.

Community and Living well together - To study ethnomusicology in order to enrich our lives, broaden our understanding of the world we live in and deepen our appreciation for the music of our own cultures. To use music as a tool for worship and to bring the community together through shared song in events like Carols around the Tree. Our school choir perform regularly in the community bringing the benefits of music and strengthening the feeling of togetherness.

Dignity and respect – Respecting different societies and cultures. Taking into consideration our history and RE curriculum aims, we encounter and learn about different religions and cultures within our music curriculum – 'The Two Paths in Europe', covers a study of secular and sacred music, showing mutual respect from both sides developed into today's worship. During lunchtime our children listen to music from our composer of the week enhancing their musical repertoire and expanding their knowledge and love of music.

Long term planning and curriculum design:

The music curriculum is coherently planned and sequenced towards clearly defined national curriculum end points. The curriculum lead and subject leads work in partnership to ensure that there is full coverage of all national curriculum end points across school. In the EYFS pupils experience and join in with dancing and ring games,

singing familiar songs, moving rhythmically, tapping simple rhythms and exploring how sounds can be changed, they develop a strong sense of beat in order that they learn to read and speak well. Across KS1 pupils study units of work which cover elements of pitch, beat, rhythm, dynamics, texture and timbre and finishing with a composition and performance demonstrating the skills and knowledge acquired in these areas. In KS2 pupils learn about the instruments of the orchestra and develop an understanding and appreciation of music through the different periods in history. Throughout KS2 pupils develop the skills of reading staff notation and learning skills needed to play and perform on live instruments.

The national curriculum is covered by mid-year 6 providing the opportunity to go beyond the curriculum, using technology such as MIDI (musical instrument digital interface) used in conjunction with DAW (digital audio workstation) ensures music composition is available to all. VST (virtual studio technology) opens up an opportunity for children to explore instruments from around the world and create / edit and produce their own composition in various styles. Furthermore, children with barriers to learning (both cognitive and physical) have access to playing and recording many instruments and can see visual changes as they manipulate notation through the interrelated dimensions of music, children are able to compose and produce their own musical works to perform to an audience.

How the curriculum is sequenced towards clearly identified endpoints:

The curriculum and music leads work in partnership to ensure full coverage of the music national curriculum is taught progressively across school. All units are mapped against the national curriculum.

Learning is sequenced chronologically in KS2 whereas learning in KS1 is focused on developing knowledge and understanding of the musical elements.

Music Implementation

Expectations for how learning should be sequenced within a topic or unit in the medium term:

Learning is sequenced in a way that builds upon prior learning. Each lesson begins with reviewing prior learning before starting new learning with retrieval practice. This is done through revisiting the elements of music. Pupils will understand a variety of new concepts, skills and words by the end of a topic.

What a typical music lesson looks like, including how these expectations are clear across the school:

A typical lesson would begin by revisiting prior learning. Looking at what we know, the subject specific vocabulary and skills we want pupils to learn and what the pupils have learned by the end of the lesson and between lessons. Teachers will review the subject specific vocabulary already learned, including 'actions' to support them in learning these key words. Lessons are very practical, consisting of song, dance, a range of instrumental learning, listening to music, reading texts, examining historical evidence, debates, and discussions, they also include the use of musical instruments and virtual media links. In KS2 the children learn in a mastery style: the history of music, where music came from, musical styles and influence throughout the centuries. They learn about various composers throughout all periods including medieval, renaissance, baroque, romantic and modern. They learn about the influence within historical periods and how that changed music, they learn how important and significant music is to our lives through continual observation of live and recorded music with evaluation that allows them to understand variation in music and sound.

How we ensure that pupils 'know more, remember more and can do more':

Effective use of our KWL supports teacher's assessment of progress and enables pupils to celebrate successes. Progress is reviewed each lesson through the use of key questions and 'sticky knowledge' work. Analysis of differences between pre-learning and post-learning provide teachers and pupils with impact measures of teaching and learning within the unit of work. Use of the end of KS 'African project' gives children the opportunity to demonstrate that the children know more, remember more and can do more relating to the key facts and skills. When pupils transition to higher education they will have a core set of musical facts alongside a wealth of experience and skills in understanding, appreciating, composing and performing music that they can apply to future learning.

How the music curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:

The music curriculum has been intelligently designed to meet the needs of all our pupils in line with the current school key priorities. Our music curriculum is vocabulary rich and incorporates a wide variety of opportunities for pupils to use their voices expressively and creatively, play pitched and un pitched instruments, listen with

concentration and understanding to a range of high quality live and recorded music, experiment with, create, select and combine sounds, develop an understanding of and take part in musical composition, play and perform in solo and ensemble contexts, use and understand staff and other musical notations, appreciate and understand a wide range of music from different traditions and from great composers while developing and understanding of the history of music. We have ensured all pupils have access to a wide variety of media and literature. Using MYON teachers are able to set reading projects for all pupils; pupils are also able to access subject specific books for themselves – MYON books will even read themselves to pupils and parents who find reading difficult, including SEND pupils and pupils with English as an additional language. MYON is used to transport books into homes of all children including the disadvantaged children, this provides pupils with a home library, enabling them to access information that they wouldn't necessarily have access to at home.

All class teachers are aware of the disadvantaged and SEND pupils and incorporate their needs into intelligent lesson design. Use of quality first teaching within all lesson design ensures learning is visual, kinaesthetic and engaging for all pupils.

Subject leads access training from SEND colleagues to support pupils with specific difficulties, ensuring they have access to a full curriculum.

Use of Knowledge Based Organisers support both parents and pupils in understanding subject specific vocabulary and promoting engagement, especially in home projects, within which our families excel.

Pupils are excited and enthused about learning to play instruments.

Music Impact

Overview of music assessment procedures. including the expectations of teachers using both:

Formative assessment includes – observations of the class engaging, performing and creating music, teacher questioning (open and closes questions), retrieval practice, assessing vocabulary in a lesson, listening to the discussions of pupils and addressing misconceptions and sticky knowledge.

Summative Assessment includes - performance assessment, which allows for the assessment of a created asset such as the recording of a composition. Process assessment, which explores, for example, how a group in the class decide on their vocal sounds for an exercise. Indicators of achievement, such as recognising the difference between loud and quiet sounds. Y2 and Y6 take part in an 'African Project' which gives children the opportunity to demonstrate that they know more, remember more and can do more relating to the key facts and skills. The subject lead, through staff and pupil voice collates and analyses assessment information, which informs the music action plan.

Monitoring arrangements, including the impact:

- Action plan – impact of actions taken
- Inclusion on MER calendar – staff and pupil voice supported by curriculum lead;
- Learning walks;
- Annual review of policy and practices.

We aim to inspire a love of music by bringing music to life through engagement with exciting and informative visits and visitors, for example we visited the Royal Philharmonic Orchestra when reading *The Rainbow Fish* in the Early Years, we have also had visits from the Wigan and Leigh Ukulele band and we often have the Hawkley Hall school band performing live for us, as well as visits from the Local Authority music groups and other drama and performance groups. A number of our children have gone home and asked for musical instruments as celebration gifts and go on to learn to play these instruments inside and outside of school. School subsidise the cost of peripatetic instrumental tuition for a number of CLA and disadvantaged children across school.

How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;

We aim to develop and enhance our subject leads personal interest and passion in music through:

1. high quality continual professional development (CPD);
2. networking opportunities;
3. engagement with the curriculum lead;
4. staff library – signposting research literature;
5. performance management discussions.

We aim to ensure all staff music knowledge is up to date through:

1. high quality CPD;
2. staff library – signposting research literature;
3. provision of effective resources;
4. engagement with subject lead;
5. networking opportunities.

To be read in conjunction with Music Long Term Plan and Music Concept Map.