**St Thomas the Martyr CE Primary School**

**Music Policy**

**1.Aims and Objectives**

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 to the best in the musical canon. (National Curriculum 2014)

* 1. The National curriculum for music 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

**2.Teaching and learning style.**

2.1 At St Thomas the Martyr we make music an enjoyable learning experience where children have the opportunity to refine their musical skills and express themselves. The children will participate in a variety of musical experiences through which we aim to build confidence of all the children. We teach the children to listen and appreciate different forms of music. They develop descriptive skills when learning about how different music can represent feelings and emotions.

All the children in Key stage 1 and 2 take part in one hour’s classroom music per week in which they are taught how to play a variety of instruments including the ukulele, recorder and xylophone. They learn how to read musical notation and to compose and improvise creatively in their own music.

2.2 We understand that there are children of widely different musical abilities and experiences in all classes, so we 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 the children by ability and setting tasks to match ability according to the lesson task and objective.
* Using teaching assistants to support the work of individuals and groups in both a planned and ongoing basis.

**3. Additional Music Teaching.**

3.1 Little Voices- a choir club is available for children in years 1, 2, 3, 4 and 5, which is taught during lunchtime. The children develop their singing skills and then have the opportunity to perform in front of an audience of parents and family at Easter and Christmas.

Music club - All children from Key stage 1 and 2 have the opportunity to attend a music club after school. The children will develop their listening and singing skills, experiment and perform with a variety of instruments and have the opportunity to perform to an audience of parents.

**4. Music Curriculum**

4.1 Foundation Stage.

Music in Little Nursery, Nursery and Reception is an integral part of the topic work covered during the year. We relate musical aspects of the children’s work to the expressive arts and designs objectives set out in the development matters document, which underpin the curriculum planning for children aged 2-5. Music is taught in stand-alone sessions and it is also taught in a cross curricular way. EG counting songs in Maths, rhyme and rhythm in phonics and through our listening stations and instrument exploration areas in our continuous provision.

4.2 Key Stage 1.

Pupils should be taught to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and un-tuned 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.

* 1. Key Stage 2

Pupils should 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.

* 1. Our specialist music teacher, Mr Critchley, has created a long term plan for music which highlights which musical units will be covered each half term in key stage 1 and 2. He also uses short term lesson plans to plan and develop music lessons. Mrs Huyton, our early years music teacher, is in charge of planning and developing music in the early years. She has also created long term and short term planning to support the teaching and development of music. (See shared drive)
  2. Charanga. Our school also uses the Charanga Music School scheme of work, which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. The Charanga musical school scheme provides teachers with week by week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessments, clear progression and engaging and exciting whiteboard resources to support each lesson.

**5**. **The contribution of music teaching in other curriculum areas.**

5.1-English- Music contributes to the teaching of English by actively promoting skills of speaking, listening, reading and writing. Children develop their language skills through singing songs with attention to diction, meaning, rhythm and rhyme. Music can also be used as a stimulus for creative writing or to stimulate discussion.

5.2-Mathematics- Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics as rhythm and structure in music is mathematically based.

5.3-Computing- ICT enhances the teaching of music in all key stages. The Charanga program is computer based and is usually used on the interactive whiteboard. The children also use computer programmes to compose music, for example: garageband, purplemash.

5.4-PHSE- Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music children learn to work together effectively and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of young people. Music also helps build confidence and participation in successful musical performances is sometimes one of the most memorable thing young people take part in at school.

5.5-Spiritual, moral, social and cultural development- listening, creating or performing music can 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 Thomas the Martyr have the opportunity to encounter music form different cultures and through their growing knowledge and understanding of music, they develop more positive attitudes towards other cultures and societies.

**6. Differentiation/Teaching music to children with special needs.**

6.1 The programme of study for each key stage should be taught to pupils in a variety of ways appropriate to their abilities. Children with exceptional musical skills will be identified at an early stage and their progress monitored. The school will support these children by discussing with parents the advantages of receiving appropriate peripatetic music tuition. Opportunities should be given for these children to perform in the classroom, during assemblies and in school concerts.

**7. Assessment and recording.**

7.1 Mr Critchley and Mrs Huyton will assess children’s work in music by making informal judgements as they observe them during the lesson. At the end of a unit they will make a judgement about the work of each pupil which is used as a basis for assessing the progress of a child.

7.2 The subject leader has access to planning via the shared drive and the online Charanga program. Lesson observations and discussions with staff help the subject leader monitor the level of achievement for each age group in the school.

**8. Resources.**

8.1 The school has a number of tuned and untuned percussion instruments including xylophones, glockenspiels, chime bars, drums, tambourines, wood blocks, cymbals, triangles, a piano, as well as computers/ Ipads. A CD player is used in lessons alongside laptops and speaker systems to enable good sound throughout school. The musical instruments/ equipment are checked regularly and an audit of the instruments is carried out yearly. Teachers use a range of resources to broaden the children’s experiences of music.

**9. Musical Events.**

9.1 All children at St Thomas the Martyr are given the opportunity to perform in a public concert. Early Years and Key Stage One children perform at Christmas in their separate Nativity plays and Class assemblies. Key Stage 2 children perform in a summer production. The children also make musical contributions to other special times of the year such as Harvest, Easter and when their class leads collective worship. Musical achievements are celebrated during whole school and key stage assemblies and talents are often shared.

**10. Monitor and review**.

10.1 The music subject leader is responsible for the standard of children’s work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music and being informed about current developments in the subject.

Policy review date- September 2022.

Date- 4th October 2021

Amy Huyton.