

St Thomas CE (VC) Primary School



Music Policy

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Policy approved by Governing Body on:	
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Music

Subject Policy

Music at St Thomas Primary

We believe that the teaching of music offers our learners the opportunity to develop their creativity, self-expression and confidence. Alongside this, children are able to develop their understanding of a wide range of musical genres and instruments which helps them to broaden their cultural horizons. Music encourages children to understand the importance of practising and perfecting skills as well as engaging in cognitive tasks such as rehearsing, planning and evaluating which have implications for effective learning across the curriculum. We believe in encouraging children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by providing a diverse menu of musical styles which represent different periods of history and cultures.

Intent:

At St Thomas, we recognise the important role of music in children's development. Our high quality music education meets the National Curriculum aim of 'engaging and inspiring pupils to develop a love of music and their talent as musicians,' in order to 'increase self-confidence, creativity and sense of achievement.'

All St Thomas, children from EYFS through to Year 6, are encouraged to express themselves musically and creatively. They are taught to:

- *Sing, play and perform in solo and ensemble contexts.*
- *Listen to, review and evaluate music across a range of historical periods, genres and styles.*
- *Understand how music is produced created and communicated.*
- *Improvise and compose music.*
- *Use and understand musical notation.*
- *Appreciate a range of high-quality music from great composers and musicians*

Implementation:

Children at St Thomas experience music in a range of contexts:

Each class receive a weekly music lesson following the acclaimed Charanga Musical School scheme. Through this scheme, children are taught to develop their musical understanding, make musical judgements, develop their aural memory, express themselves physically and emotionally and create their own musical ideas. Within this scheme, children use both voice and instruments (such as glockenspiel and the ukulele) to learn, perform, improvise and compose a range of pieces from across the ages and around the world.

Music is taught in year groups with teachers and staff supporting children in developing an understanding of music within its cultural and historical context. Music and performance forms a key part of our class assemblies, in which children demonstrate their learning.

Music also has a significant role in our cultural celebrations throughout the year, with children learning and performing songs for events such as harvest festival.

Our listening calendar develops children's cultural capital, exposing children to a wide range of different music genres as well as influential artists or pieces of music.

All children learn and perform songs for Christmas performances to parents and the wider community.

Children have access to digital music making technology such as 'Garage Band' ' and 'Yumu.'

Our curriculum is progressive. We build upon the learning and skill development of the previous years, beginning each unit and lesson with teacher assessments of what children already know in order to inform the learning that follows. Teachers use precise questioning, alongside observation of the class to evaluate conceptual knowledge and skills.

Impact:

As a result of the musical curriculum that we offer, we hope that our St Thomas musicians will be able to show:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

They will leave our school with a love of and appreciation this extremely creative subject and through its study will have increased their 'self-confidence, creativity and sense of achievement

Leadership and Management

The subject leader's role is to empower colleagues to teach Music to a high standard and support staff in the following ways:

- By keeping up to date on current issues and developments in primary Music; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Leading by example by modelling lessons or styles of teaching.
- Having knowledge of the quality of Music provision across the school and using this to provide a coaching and mentoring role.
- Identifying and acting on development needs of staff members. Staff supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Taking a whole-school strategic approach to the spiritual, cultural and moral development of pupils, to make the world a better place.
- Ensuring the Music curriculum builds towards clear end-points e.g. what pupils are expected to know and do (skills) by each of these end-points e.g. by the end of a year, key stage or phase of schooling.
- Promoting Music by mentioning/highlighting good practice.
- Making sure the pupils know that Music is valued through display, celebration, and visits of skilled professionals who can showcase a wide range of Musical styles to all children.

Monitoring and Evaluation

A range of monitoring techniques are used by the Music subject leader to ensure first quality teaching and learning of Music is taking place within school and these include Seesaw, where we monitor lessons and outcomes using images and video and talking with pupils (What helps them? What don't they understand/enjoy?), and learning walks. The quality of teaching and learning is also monitored as part of the appraisal process.

Partnerships with Parents

Parents are kept informed of topics that are being covered through the school website which is regularly kept up to date. In addition, at the beginning and end of each half term, parents receive a letter which outlines what is being covered in each year group and in each subject, allowing them to know what is being covered. Parents also have access to the Music curriculum policy on the school website, where they will also find a page specifically for Music which contains information about the Music topics covered and the scheme we use.