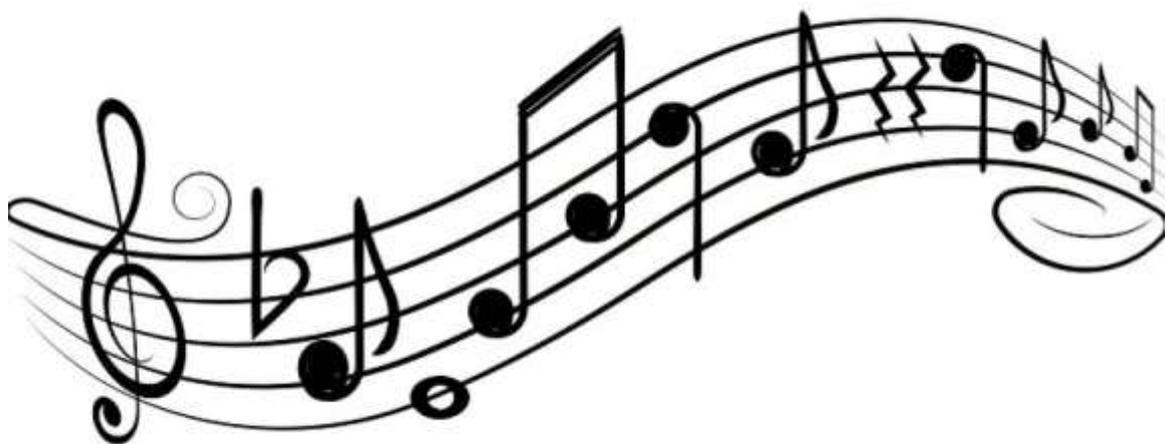


St. Joseph's



Murton

Music Policy



Our Vision

At St. Joseph's, we strive to inspire and engage pupils in the teaching and learning of Music. Through music, all children are encouraged to develop a love for music, increase their self-confidence and further deepen their creativity. We celebrate our musical talents and most of all, instil high levels of enjoyment where possible.



Aims

The aims of music education are to:

- 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.

(Primary National Curriculum – September 2014)

EYFS

In the EYFS, we aim to develop musical ability by; Hearing and Listening, Vocalising and Singing, and Exploring and Playing. Music is an integral part of the EYFS and is a daily part of the children's routine. It enables children to achieve the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

In the Early Years, children are taught to:

- Distinguish and describe changes in music
- Associate genres of music with characters and stories
- Accurately anticipate changes in music, e.g. when music is going to get faster, louder, slower.
- Sing familiar songs
- Enjoy performing music (solo or in groups)
- Sing entire songs
- Move to the sound of instruments
- Move to the time of the pulse of the music and responds to changes in music
- Choreographs his or her own dances to familiar music (individually, in pairs or in small groups)
- Creates music based on a theme
- Plays instruments to match the structure of the music
- Keeps a steady beat when playing instruments
- Taps rhythms to accompany words
- Creates rhythms using instruments and body percussion
- May play along with the rhythm in music

(Musical Development Matter in the Early Years – 2018)



KS1

Pupils should 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 inter-related dimensions of music.

KS2

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 inter-related 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.



(Primary National Curriculum 2014)

Delivery

Music is taught both as a discrete subject and as part of cross curricular themes.

Teaching is supported by 'Durham Music Service'. An experienced music teacher spends one day per week in school, working with each class to deliver the music curriculum. Teacher's support these sessions and when necessary and consolidate the learning in other opportunities throughout the week.

Whole school delivery will include hymn practice, religious celebrations, and school performance for parents and the local community.

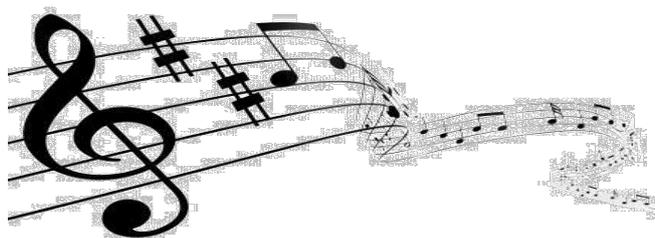


Assessment and Recording

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons.

At the end of a term, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum, and records these using a tracking sheet. Durham Music Service have devised a 'Primary Music Curriculum Progress Map' which is used to identify coverage of the National Curriculum and progression through the different year groups.

Each class has a floor book designed to keep samples of children's work using a variety of different media.



The Role of the Music co-ordinator is to:

- Work alongside Jane Parker (Durham Music Service) to ensure planning is in place, covering the National Curriculum and EYFS framework.
- To monitor progress in Music and advise the Head Teacher on action needed.
- To provide extra-curricular opportunities for children who desire to learn an instrument, take singing lessons or be part of a choir.
- To ensure that Music resources are audited and purchased when necessary.
- To ensure the subject is monitored effectively carrying out pupil voice surveys, teacher questionnaires and observe music throughout the school.
- To ensure a wide range of opportunities are provided for children to engage in music eg. Attending musical performances, visits to theatres, organising musicians to perform in school ...etc.



Additional Music Teaching

Children are offered the opportunity to study a musical instrument with specialist teachers. Specialist music teaching is provided by Durham Music Service. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn an instrument, such as flute or participate in singing lessons. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

Strategies for Reporting

Throughout the year; books will be scrutinised, samples of work are collected (by Music Coordinator) and observations are carried out (by Music Co-ordinator or Durham Music Service) to ensure good quality teaching and learning is taking place and that progress is being made.

Reporting to parents is through discussions at parents' evenings and end of year written report.

Reporting in Music will focus on children's technical ability and enthusiasm for the subject.



St. Joseph's Catholic Primary School feels that Music and quality musical experiences are essential to the health and well-being of both staff and children. The love of music and enjoyment of performance is to be encouraged and embraced by all.