



OLSJ
OUR LADY + ST JOSEPH
CATHOLIC PRIMARY SCHOOL

MUSIC POLICY
OUR LADY & ST JOSEPH CATHOLIC
PRIMARY SCHOOL

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Music Policy

School Mission Statement

'With Christ at our centre, we love, listen and learn.'

Music is unique in its power to evoke emotional responses and to transcend cultural differences. Furthermore, a high-quality music education enhances the development of the whole child. Areas such as creativity, social interaction, co-operation, discipline, focus, and memory, as well as speech, language, and numeracy, all benefit from such an education.

Some children come to school having been exposed to a range of songs and rhymes, and are encouraged to develop this early musicianship in a range of activities and experiences at school. However, for others, school is the first opportunity for children to experience music.

At Our Lady and St Joseph Catholic Primary School, we believe that:

- Music should be accessible to all;
- Music encourages social growth, particularly in relation to self-esteem, self-awareness, and cooperation;
- Music provides and deepens understanding of different cultures and traditions, and instills in children a respect for other ways of life.

This policy outlines the teaching, learning, and management of Music at Our Lady and St Joseph Catholic Primary School and is based on the new National Curriculum, implemented September 2014. The implementation of this policy is the responsibility of all teaching staff.

Aims

The aims of the Music policy are to ensure coverage of the Primary National Curriculum for Music, and relate to the overall aims of the school.

At Our Lady and St Joseph Catholic Primary School we aim to follow ten key principles:

1. To **inspire enjoyment** of Music.
2. To enable all children to **develop their full potential** through a variety of musical activities.
3. To help **raise levels** of attainment for every child.
4. To develop **performing and composing** skills.
5. To develop **listening and appraising** skills.
6. To promote the **benefits**, both educationally and socially, of participating in Music in school and in the wider community.
7. To develop **self expression** and explore the **emotional potential** of music.
8. To promote **positive attitudes towards other cultures**, and appreciate Music from a variety of time periods.
9. To offer a range of **extra-curricular activities** which further develop musicianship.
10. To help children appreciate the **support for Christian worship** and values that can be provided by sacred music.

We will judge the success of our Music teaching by:-

- The motivation and interest displayed by our pupils;
- On-going observation of children's development;

- Data analysis (Pupil Asset);
- Planning scrutiny;
- Observations of the teaching and learning in Music.

Teaching and Learning

Children learn in Music through first hand experiences. During Music lessons, children will be active through performing, composing, listening, and responding. Whilst there will be an explicit learning objective for every lesson, many additional skills will be developed as a result of children's active participation in the sessions.

Our medium and long term planning maps out the Music curriculum for each year group. The Music Coordinator then develops weekly plans which give specific detail of learning objectives alongside appropriate, differentiated activities.

In KS1 and KS2, Music is delivered by the Music Coordinator to each class for one hour per week. Music is also used by class teachers as a cross-curricular tool to support learning in other subject areas. Children are taught in groups of mixed attainment and are provided with differentiated activities to ensure their individual needs are met. Children who are identified as gifted and talented may be given the opportunity to work with the Music Coordinator on an individual basis each week. This supports in ensuring that a good level of progress is made by all.

In the Early Years Foundation Stage (EYFS), discrete Music lessons are delivered by the Music Coordinator for 20 minutes per week, where activities are differentiated to ensure progress is made by all children. In addition, Music is used by class teachers on a daily basis to support learning and development.

Although no set lesson format is prescribed, as this can limit creativity, it is recommended that in general each lesson has the following structure:

- A short starter activity related to the learning objective;
- The main teaching;
- Opportunities to apply new learning through differentiated activities;
- Plenary related to the learning objective.

Extra-Curricular Opportunities

At Our Lady and St Joseph, we believe that offering children the opportunity to develop their musicianship beyond the classroom is of the utmost importance. This ensures that pupils are exposed to every aspect of being a musician, and are able to understand the need for regular rehearsal, to appreciate other forms of music, and to experience the nerves, adrenalin rush, satisfaction, and ensuing confidence that come with performing in front of an audience. These opportunities are offered through:

- Individual instrumental tuition delivered by Tower Hamlets Arts and Music Education Service (THAMES);
- Opportunities to join the school choir;
- Performances during assemblies, in the local community, in school shows and concerts;
- Trips which expose children to a wide variety of musical styles and traditions.

Cross Curricular Links

Music supports learning and development in all areas of the curriculum. Lessons are planned to ensure links are made with class topics and thus learning remains relevant and engaging. Links with ICT are made through the use of electronic keyboards, recording devices such as iPads, and editing software.

Assessment, Recording and Reporting

To further develop learning, pupils are continuously assessed through the use of observation and questioning. Data is recorded on the school's tracking system, *Pupil Asset*, and then used to inform future planning. This process also allows for the identification of children requiring intervention and extra support.

In the EYFS pupils are assessed similarly, through observation and questioning, and the Foundation Stage profile is completed throughout the year.

The Music Coordinator and Head Teacher keep records of assessments. Each pupil's targets will be updated and checked regularly, and these will link to the learning objectives for that year group.

Parent consultations are held during the Autumn and Spring terms, where the Music Coordinator will discuss children's progress and targets.

In accordance with statutory requirements, an annual report is sent to parents towards the end of the Summer Term. This report covers progress and achievements in Music, and targets for future improvement will be set. For additional information, refer to the school Assessment Policy.

Music and Religion

Music plays a major role in the ethos of a Catholic school. It plays a vital part in developing a child's relationship with God and the Church, and provides them with another channel through which to praise God or to reflect. All children attend a weekly hymn practice and sing hymns throughout the year during assemblies and mass.

Management

The role of the Music Coordinator is to:

- Ensure quality first teaching;
- Ensure progress is made by all;
- Review and monitor planning;
- Evaluate pupils' work;
- Liaise with outside consultants;
- Work alongside staff to support where required;
- Attend relevant courses to be aware of new ideas and practices;
- To arrange appropriate INSET for colleagues;
- Be responsible for ordering resources;
- Carry out a curriculum review and relay findings to the Governors and staff;
- Update the policy document and schemes of work as necessary;
- Arrange relevant school trips and extra-curricular activities.

Evaluation

The Music policy will be reflected in our practice. This will be monitored and evaluated by the Head Teacher, the Senior Leadership Team, and the Music Coordinator in the form of lesson observations, discussion, and regular scrutiny of planning and pupils' work.

Whole School Issues

This policy will be considered annually when updating our School Improvement Plan and Music Action Plan. INSET will be planned to support Whole School responses and where possible individual professional needs.

