



**ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL ALDERSHOT
A VOLUNTARY ACADEMY IN THE DIOCESE OF PORTSMOUTH
POLICY FOR MUSIC
(September 2019 - 2022)**

The school aims to provide for the spiritual welfare, academic progress, physical development, aesthetic awareness and pastoral care of every child, within a secure, stable and stimulating atmosphere conducive to effective learning that reflects St Joseph's strong Catholic ethos.

Teaching and Learning at St Joseph's

Structure and the belief that all children can achieve is key to all learning at St Joseph's. In all subjects, **recalling pre-knowledge and skills** is fundamental to our rationale for all curriculum areas. This means that essential linked knowledge/ skills are **revised** and links made with children's current learning in all subjects. Key concepts/ end points for each topic are highlighted and **over-learning** of these areas occurs through **repetition, modelling and scaffolding of learning**. Through our subject-specific Schemes of Work, we make sure that learning for all is progressive and sequential. In addition, reading and vocabulary are emphasised in all subjects. Thus, key concepts become embedded in the **long-term memory**.

Vision Statement

As a Catholic family we welcome all and value Christ in everyone, whilst seeking the highest possible achievements.

As such, we plan and resource pupils' learning, in line with the school curriculum policy. The School's Vision and Mission Statements underpin all aspects of our planning, our chosen pedagogy and our delivery to enable all pupils to make good and sustained progress in music. We believe that all have the ability to achieve their best and our curriculum and varied choice of pedagogy enables all children to do this. This includes those with special educational needs and disability and those identified as most able.

Intent of the Music Curriculum

The music curriculum is designed by the curriculum co-ordinator, management team and governors to allow pupils to transfer key knowledge to their long-term memory. Music is concerned with the creative, aesthetic and emotional response to rhythmic combinations of sounds. Music education has two strands; creation and evaluation. The creative involves children using a variety of instruments for composing, improving and performing. The evaluative element enables pupils to develop skills in listening to and appraising their own work and that of other musicians and composers and to understand the value and significance of music in society. By teaching both strands, it ensures breadth, balance, continuity and

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progression. This results in building new skills and knowledge based upon what has been taught before, allowing all pupils to **work towards clearly defined end points**.

We develop children's experiences and understanding of music through encompassing **memorable learning opportunities** for example, school productions (Christmas nativities and Joseph the musical), performances in assemblies, musicians in to teach music and singing at residential homes. The school provides a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge, skills and cultural capital through informative teaching and learning activities and enhancement experiences.

We therefore intend that all pupils will:

- Enjoy music and develop a positive attitude to the importance and place of music within the curriculum.
- Understand the way their feelings work and that it is a means of self-expression.
- Participate in a range of situations, have the opportunities to develop their work and skills individually, in a group, as a class and as a school.
- Through a variety of musical activities develop skills on a personal level and also have the opportunity to work co-operatively.
- Develop their own tastes and opinions.
- Develop a feel for patterns, concentration and language development.
- Have the opportunity to reach their full potential by acquiring and using the skills they develop throughout their school life.
- Focus, build-upon and learn key vocabulary to develop understanding of concepts and musical knowledge.
- Build in memorable experiences to promote deep learning.

We use a range of **pedagogical practices** in the teaching of music to ensure that we are successful with our Intent. This can range from small group tasks, individual tasks, whole class tasks. We focus a lot on teacher modelling, expert questioning, giving children memorable experiences and over-learning to ensure that key knowledge is transferred to children's **long-term memory**.

Implementation of Music Curriculum

Subject Leadership:

Music has a **progressive and sequential Scheme of Work** which has been written by the subject leader to meet the needs of all pupils at St Joseph's.

The subject leader is responsible for:

- The design, review and implementation of the Scheme of Work (overseen by Phase Leaders, the Headteacher and the Governors.)
- The budget in their subject they are accountable to governors in relation to this.
- Observing and giving feedback to teachers on lessons across the key stages.
- Conducting pupil interviews to gain an idea of the pupil's thoughts and feelings about the music topics they have studied and feed these into music moderation, ensuring that all children make at least good progress.

The implementation of this music policy is the responsibility of all staff engaged in the learning and teaching of music.

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Subject Knowledge (breadth and depth of music Scheme of Work):

- The subject leaders ensure that the specialist teacher has good subject knowledge and the subject leader is appropriately trained to provide support, sharing and informing knowledge.
- The Scheme of Work provides a **focused learning environment and clear learning objectives to embed learning in the long-term memory through encompassing memorable learning experiences.**
- Our music curriculum covers the skills outlined in the National Curriculum through broad, challenging and inspiring topics. A topic-based approach is used to deliver the content within a **meaningful context and wherever possible cross-curricular links are exploited** particularly links with British Values, School Values, computing, English and maths.
- **Pre-knowledge and skills are retrieved and built upon** at the beginning of each topic as outline on the Scheme of Work.
- At a classroom level, **key concepts are presented clearly so that they are embedded in the long-term memory and over-learning is prevalent**, this is also monitored by the subject leader/ specialist teacher.
- Individual lessons are planned to inspire, engage and challenge pupils in response to their needs.
- Children are given a wide variety of experiences both in the classroom and out. Pupils to undertake **memorable learning opportunities** by attending school visits such as elderly homes and having visitors into school such as Listen 2 Me initiative and Rock and Pop Foundation (local music charity) to enable the children to gain first-hand experiences to support their learning and influence further learning.
- Reading and musical vocabulary are emphasised and taught to embed these skills in the pupils long-term memory.
- Set books are borrowed on a termly basis from the school library to support topic work. Children are able to borrow books to enrich their learning and understanding at home as well as at school. **This develops home school links, cultural capital and reading.**
- Teachers will remind the children how their school and home environments are valuable resources. The children have the opportunity to bring in musical instruments from home to perform and musical achievements to celebrate all children's successes in school and outside of school.

In Key Stage 1 and Key Stage 2 a specialist teacher is employed to give music lessons to all classes. This is for one hour a week. The lessons are taught in designated music room. Throughout each year group, all children have the opportunity to perform either to a small group, class, year group or school providing **memorable experiences.**

At Key Stage 1: Topics taught include Barnaby Bear, The Hungry Caterpillar, textures and duration which involves composing and the layering of sounds, performance skills and composers. By studying these topics, children learn how to create musical patterns, sing a variety of different songs from other countries and cultures, explore musical sounds and play tuned and untuned instruments musically. Alongside this, children are taught **key vocabulary** such as pitch, duration, tempo, texture, timbre and structure in an informed way. This vocabulary is **embedded in the long-term memory** through **repetition.** Throughout Key Stage 1, children are provided with **memorable experiences** to put their musical skills learnt into practice, for example the Christmas production.

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At Key Stage 2: Children are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Children are encouraged to perform with others in a variety of contexts for example, pairs, groups, class, year and whole school situations creating **memorable experiences**. Children learn how to organise and explore their own compositions by refining and developing their ideas and communicate their musical ideas to others by recording their own compositions. Children begin to explore and listen to a wide variety of music such as classical, folk and pop; and to identify sounds made and give opinions and ideas about music from various composers, using musical knowledge and ideas. Children are also taught about different composers both past present from a variety of different music genres.

All the children at Key Stage 2 are given the opportunity of joining the choir, which meets weekly. Masses and other forms of worship are an important part of school life. Masses will be celebrated with hymns and other liturgical music. A weekly singing will enable a wide and varied repertoire of liturgical music to be learned. In Year three we run, in conjunction with HMS an initiative called Listen 2 Me. Each term the children learn an instrument and then have the opportunity to carry on Year 4 if they particularly liked it. By children having the opportunity to learn a variety of different instruments is gives every child **memorable experience**. If the children choose to continue playing the instruments it helps **embed skills in the long-term memory**.

Peripatetic music teachers visit the school weekly to offer instrumental tuition to pupils showing particular interest. Children have the opportunity to study brass, woodwind strings, ukulele, guitar, drums and keyboard with these teachers.

Equitable Delivery

- Music is taught by a specialist teacher through a variety of individual, group and whole class activities.
- Active participation is encouraged through listening to music from different composers and playing different musical instruments.
- Children are encouraged to read about different composers lives to see if their lives have affected their music and read lyrics to establish deeper meanings.
- Children are encouraged to participate in a range of situations, have the opportunities to develop their work and skills individually, in a group, as a class and as a school.
- The subject leader/ specialist teacher is accountable for their own annual budget to purchase a variety of resources, training and school visits/visitors to improve outcomes for pupils.
- Enrichment days are organised in relation to particular topics covered across the key stages.

Assessment

- It will comply with the school's assessment policy. Music will be assessed through summative and formative methods at the end topic. The specialist teacher will assess the child's achievement against the overall main learning outcome and end points. The specialist teacher will assess every child as working below, developing, working securely, working above or at mastery level. This description indicates the child's performance against the learning expectations being recorded and can be used to enable the teacher to make an annual assessment of overall progress for a child when writing annual report for parents.

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- Each child will be given the opportunity to appraise his / her work and progress through discussion with the specialist teacher, either individually, or in small groups in the context of a practical task being investigated.
- Collect examples of children's progress by taking photographs and videos throughout the school year.

Impact of Music Curriculum

- Our thorough tracking and assessment system enables teachers to check children's progress in relation to the curriculum and provide targeted intervention if needed.
- Music is monitored by the subject leader/ specialist teacher and phase leaders in all year groups after each topic, through review of assessment, pupil interviews and lesson observation to discuss learning and look at the impact. This is reported to the Headteacher and appropriate changes made.
- At St Joseph's pupils achieve highly across the curriculum in English and Maths, the sciences, humanities, art, language and physical education and the use of transferrable skills is promoted.
- Pupils use the knowledge and skills learnt to meet the challenges of the next part of their educational journey and to do so with confidence and concentration.

Health and Safety

- All out of school activities comply with the guidelines in the school health and safety and educational visit guidelines.
- When engaged in field work and visits children are expected to behave in a considerate responsible manner showing respect for other people and the environment.
- No shared blown instrument. Usually have their own recorders bought by them. The school also has a few to lend out until children can buy one of their own.
- The Grand piano stays in place all of the time and is not to be moved by the children.
- Bass Xylophones and bass bars are to be kept on the bottom shelves or the floor where the instruments are stored.
- Power breakers should be used when keyboards are plugged in and being used by the children/staff. There should also be batteries as a need for backup and safety in certain situations.
- All broken instruments should be reported or taken to the music co-ordinator as soon as possible.
- All instruments should be cleared away neatly and correctly after use.

Equal Opportunities

All pupils regardless of social, ethnic and cultural origins, gender and physical and mental ability, have the right to experience, enjoy and express themselves in music. In music, pupils can often express themselves and release their creative potential that they cannot in other subjects. Children with difficulties in other areas can often use music for a special role in their lives where they have the means of succeeding. Pupils may need positive steering towards musical activities and experiences in which they succeed. So that all children can contribute in all music singing activities, there are various strategies so that there is a greater degree of success e.g. lowering the pitch of a song, clapping the pulse or playing an accompaniment to the song.

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In music, children develop at their own pace and this is recognised by the teacher when the children respond to the activities/tasks in music. Each child has their own range of skills and understanding, unique interests and motivation. This is acknowledged in our music lessons as every child has something worthwhile to say and do. In music, we present the same activities to all the children but we are flexible enough to enable them to work at their own level of ability/pace and let them respond in a variety of ways. This is generally in open-ended tasks like composition, recording, playing, improving and enabling the children to work from a common starting point and provides opportunities for whole class teaching. This can promote a positive attitude within the whole class (the least able to the very able).

We also give scope for differentiation by task:

- In singing we give the more able singers a second part to sing in a song that involves them keeping their own line and singing a different part to the rest.
- Children who play instruments can have the opportunity to play along to a song, add an accompaniment or improvise to the original music.
- When they perform, some children thrive on playing/singing a more difficult piece of music and are musically able to do this.

Background Documentation

This document is a statement of the aims and strategies for teaching and learning music in St. Joseph's Catholic School Aldershot. It was developed by Mrs Alison Liney in consultation with the Staff, Headteacher and Directors/Governors.

DATE OF APPROVAL:
September 2019

REVIEW DATE:
September 2022

Signed: Mrs D. McNeill
Headteacher

Dr Campbell McCafferty CBE
Chair of Governors/Directors