

St. John's Church of England VA Primary School



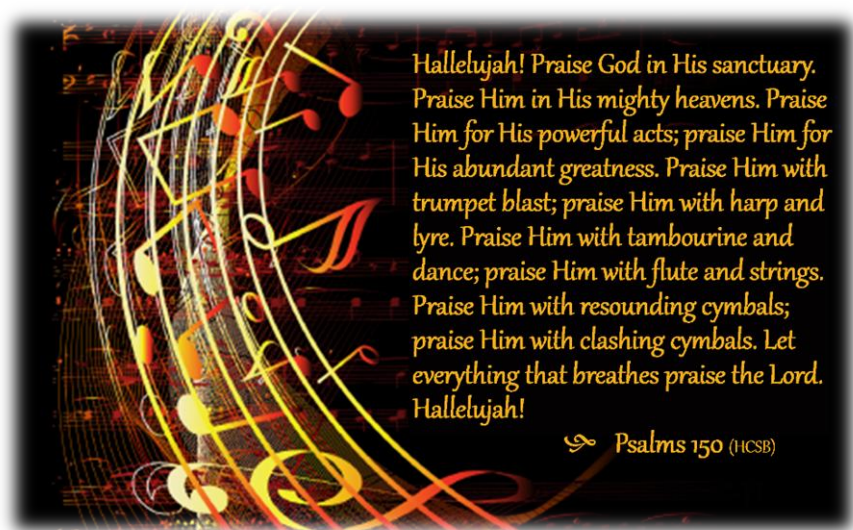
Music Policy

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Chair of Governors	<i>A. Harris</i>
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Next Review	October 2027

Shining Brightly Together As One Family

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1. St. John's Christian Vision and Values

We have high aspirations and expectations for all our pupils, aiming to provide a safe and secure environment in which everyone can flourish and grow as God's children. Working together with parents and carers, we are building strong relationships, enabling us to 'Shine Bright Together as One Family.'

This reflects our Christian vision and associated values, where every member of our school community – pupils, parents, staff and governors – has a role to play in ensuring every person thrives. Our vision is based on the words of Jesus written in Matthew chapter 5 verse 16:

“In the same way, let your light shine before others,
that they may see your good deeds and glorify your Father who is in heaven.”

The desire at St. John's is for every person to shine their own light brightly, whether it be through academic ability, sport, music, art or personal interest outside of school. Everyone is important and special: a unique masterpiece in the eyes of God.

We also feel it is important that we are never truly alone. At St. John's, we stand together with each other, supporting and helping, celebrating and comforting. We are one school, church and community family, doing life together.

The four core Christian values which are particularly important in the life of our school are:

- Forgiveness
- Friendship
- Respect
- Perseverance

2. Statement of Intent

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enable children to understand better the world that they live in.

Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

At St. John's, we believe music and music-making is an integral part of our school life. Music breaks down barriers, encourages inclusivity and helps to improve the mental health and wellbeing of both children and staff.

Our planning, teaching and delivery of music is based on the following documents:

- DfE (2013) 'Music programmes of study: key stages 1 and 2' and
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'The Power of Music to Change Lives'

At St. John's, our objectives in the teaching of music are to:

- help children learn how to enjoy music;
- explore how sounds are made, and can be organised into musical structures;
- show how music is produced by a variety of instruments;
- teach how music is composed and written down;
- examine the relevance of when, where and why a given piece of music was written;
- develop the interrelated skills of composition, performance and appreciation.

The strategic leadership decision to choose an online music scheme was taken in order to reduce staff workload and to help improve staff mental health and wellbeing.

3. Teaching and learning style in music

At our school, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses progressively on pulse & rhythm, leading to improving children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand simple musical notation, and to compose pieces.

We recognise that in all classes, children have a wide range of musical ability, and so we seek to 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);
- sometimes grouping children by ability and setting different tasks to each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children where necessary;
- providing specialist support where individual children have particular gifts or talents.

In all Key Stage 2 classes, all children learn to read music and play the glockenspiel.

4. Additional music teaching

In Years 5 and 6, a specialist peripatetic music teacher is organised by Durham Music Service to teach all Music lessons in Upper Key Stage 2.

The specialist peripatetic music teacher also teaches an after-school group to play the ukulele.

5. Organisation of music teaching

Our organisation for the teaching of music lessons is as follows:

Year Groups	Content Covered	Taught by
Nursery and Reception	<i>Beginning to develop the building blocks: Pulse, Rhythm and Melody</i>	Class teachers
Years 1 and 2	<i>Beginning to develop the building blocks: Pulse, Rhythm and Melody</i> <i>Developing the strands of learning: Active Listening, Composing & Improvising, Performing and Singing</i>	Class teacher – Year 1 / HLTA Music subject lead – Year 2
Years 3 and 4		Class teacher – Year 3 Music subject lead – Year 4
Years 5 and 6		Peripatetic Music Teacher

6. Music curriculum planning

Music is a foundation subject in the National Curriculum. Our school uses the 2013 'Music programmes of study: key stages 1 and 2' and the 2017 'Statutory framework for the early years foundation stage' as the basis for our curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

This progression has three key building blocks (from Early Years to Year 6):

- pulse
- rhythm
- melody (and notation)

The progression has four key strands of learning (particularly for Key Stage 1 and Key Stage 2):

- active listening
- composing and improvising
- performing
- singing

We carry out the curriculum planning in music based on the online planning tool *Charanga*. The long-term music progression map includes key skills and strands of learning as the basic building blocks. We have adopted the progression planning for music created by Durham Music Service. Sometimes, the children study music topics in conjunction with other subjects. Through this

programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum.

The short-term plans (based on *Charanga*) give details of each unit of work for each term. We have regard to the national scheme of work for Music, but our curriculum planning is designed specifically to support the needs of our children in Shildon. The subject leader is responsible for reviewing these plans (produced by *Charanga*).

Class teachers use lesson plans from *Charanga*, which list the specific learning objectives and expected outcomes for each lesson. The class teacher is responsible for adapting these plans and the class teacher and subject leader often discuss them on an informal basis.

To enhance our bespoke curriculum for music, we also use many online resources such as *YouTube* etc.

7. Music in the Early Years Foundation Stage

We teach music in our Reception class as an integral part of the topic work covered during the year. As the Reception class is part of the Early Years Foundation Stage we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. In EYFS, short daily Music sessions enable children to develop their sense of pulse, rhythm and melody.

Music contributes to a child's personal, social and creative development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world (such as songs linked to the Hindu festival Diwali).

8. The contribution of music to teaching in other curriculum areas

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They often use reference books or online resources, and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music observe clear patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music are mathematically based.

Personal, social and health education (PSHE) and Relationships Education (Rel Ed)

Music contributes significantly to the teaching of PSHE and Relationships Education. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes 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 our school have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Being a Church of England VA primary school, praise and worship has a vital part to play in the lives of all children and staff. In collective worship sessions we worship together as a whole school. On Monday mornings, we join together as a whole school to sing praise and worship songs. On many occasions staff and children have been profoundly affected by the spiritual experience of corporate worship. During these times, we also encourage our children to develop their singing skills by using specific warm ups and techniques.

It is without doubt that music has powerfully and positively influenced all stakeholders in school. Music is a special part of who we are as individuals and as a school community.

Computing

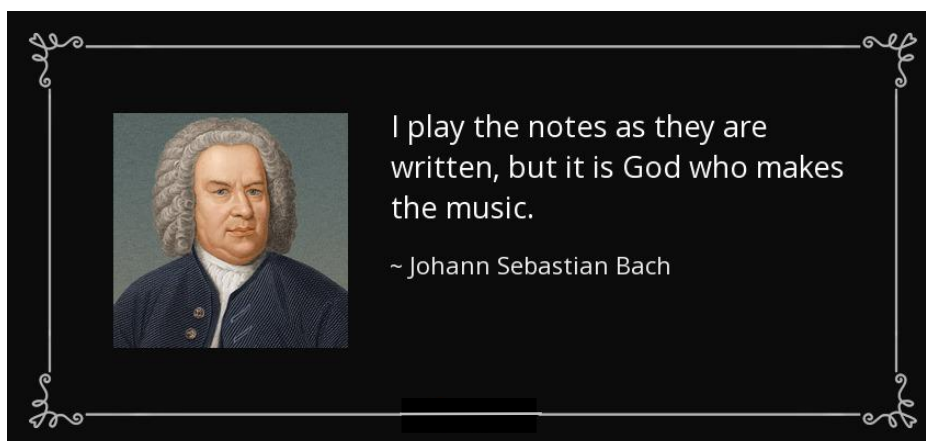
Computing enhances the teaching of music, where appropriate, in all key stages. Children use iPads and programs like *GarageBand* to create their own simple rhythms and melodies. They also use iPads to enhance their online research skills about famous composers and different musical genres and styles.

9. Music and Spirituality

'Praise him with trumpets. Praise him with harps and lyres. Praise him with drums and dancing.
Praise him with harps and flutes. Praise him with cymbals. Praise him with loud cymbals.'

From the words in Psalm 150 and throughout the book of psalms, music and spirituality go hand in hand. At St. John's we actively promote spiritual development through worship and singing praise to God. We celebrate as a school and community through our music and particularly our times of worship.

Within the music curriculum we explore music from many cultures and discover the wonders of music through history. In the words of J. S. Bach:



10. Music and inclusion

At our school, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with SEND, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have significant SEND. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, adaptation – so that we can take some additional or different action to enable the child to learn more effectively. This helps to ensure that our teaching is matched to the child's needs.

11. Assessment

Children demonstrate their ability in Music in a variety of different ways. Teachers assess children's work in music by making informal judgements as they observe them during lessons. On completion of a unit of work, the teacher assesses the work and gives oral feedback, as necessary, to inform future progress.

Staff record children's performances and compositions as part of the assessment procedure. Older pupils are encouraged to make judgements about how they and their peers can improve their own work. Children are assessed against the three building blocks and four strands of learning for Music.

12. Resources

There are sufficient resources for high quality teaching and learning to occur in music lessons across the whole school. We keep tuned and untuned instruments and other resources for music in a central store trolley for key stages 1 and 2. We also have a full class set of glockenspiels for use by Year 5 and 6 children.

The EYFS has their own box of percussion instruments to be used on a regular basis.

13. School choir, church and community events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. At different times through the year, we run a school choir, which we encourage pupils from key stage 2 children to join. The choir performs in public on a number of occasions throughout the year, for example at the Civic Carol Service and other Community events.

Every half term, we have a service in our local church – *St. John's CE Church* in Shildon. These services are heavily dominated by our children singing praise and worship songs. Children, staff and parents find peace and comfort in our church services. Parents regularly comment about the quality of children's singing.

Annually, our EYFS, KS1 and KS2 children perform nativity plays, Christmas concert or musical. Every performance is always packed to capacity and children and adults very much enjoy singing and performing.

14. Monitoring and review

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- gives the headteacher and governors a termly summary report in which the strengths and weaknesses in music are evaluated and areas for further improvement are identified;
- uses specially allocated regular management time to review evidence of the children's work/practical music skills.

The quality of teaching and learning in Music is monitored and evaluated by the headteacher and the subject leader as part of the school's agreed cycle of monitoring and evaluation.

This policy will be reviewed every two years or sooner if necessary.