Be the best for God you can be!

Our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23. *'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

Trust:
'Trust in the Lord with all your heart and lean not on your own understanding'
Proverbs 3:5

Compassion:
'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'
Matthew 22:37

Thankfulness:
'Be thankful in all circumstances. This is what God wants from you in your life'
Thessalonians 5:18

Hope:
'But those who hope in the Lord will renew their strength'
Isaiah 40:31

Perseverance:
'I know your deeds, your love and faith, your service and perseverance'
Revelations 2:19

Forgiveness:
'For if you forgive other people when they sin against you, your heavenly father will also forgive you'
Matthew 6:14

Music Policy

1. Statement of intent

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'

St Barnabas and St Paul's recognises that music makes an important contribution to the everyday life of school and should be celebrated, promoted and encouraged. A high-quality music curriculum helps build pupils' self-esteem and self-discipline and leads to higher standards across the entire curriculum. We foster the talents of those with natural musical ability whilst developing all other pupils, so that all of our children become the best for God that they can be in this subject.

Our school understands that music can inspire and motivate children, and play an important role in their personal development. Music supports children to develop a greater appreciation of the world they live in, by understanding different cultures and societies through music.

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with insight to the best in the musical canon.

1.1 Aims

Through the teaching of music, we aim to ensure that all pupils:

- 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 use their voices.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use technology properly and 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.

2. Roles and responsibilities

The **subject leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.

- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all music related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, in line with the **Charanga** scheme of work, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of **all pupils** in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the **subject leader** or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

The **special educational needs coordinator (SENCO),** working alongside the **subject leader,** is jointly responsible for:

- Implementing and developing specialist music-based learning throughout the school.
- Organising and providing training for staff regarding the music curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of musical objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

3. Early years provision

All pupils in the EYFS are taught music as an integral part of continuous provision throughout the academic year. Additional, planned activities and experiences for pupils will be delivered through the Charanga scheme of work. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

The music curriculum in the EYFS is delivered with particular reference to exploring and using media and materials, which enables children to:

- Sing songs, make music and dance, and experiment with ways of developing the sounds and movements used.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stores.

4. The National Curriculum

All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum.

In KS1, pupils will 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.

In KS2, pupils will 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.

4.1 Cross-curricular links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas. In English, pupils will develop their language skills through singing songs, with alteration to diction, meaning rhythm and rhyme. Pupils will also develop their communication and listening skills through learning to listen to interpret music and communicate their ideas effectively. Pupils' understanding of patterns and processes in Mathematics can be developed further through practising rhythm and paying attention to the structure of music. Pupils learn to use technology to compose music, and enhance their research skills through the internet in ICT, whilst also listening to music electronically. Pupils spiritual, moral, social and cultural development is developed as they learn to build their self-confidence through playing musical instruments and participating in musical performances.

5. Planning

All relevant staff members are briefed on the school's planning procedures as part of their staff training and induction. Throughout St Barnabas and St Paul's, music is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

5.1 Long Term Plans and Medium-Term Plans

Long Term Plans and Medium-Term Plans have been taken from the Charanga schemes of learning. The LTPs give the main overview of the coverage for each year group while the MTPs break this overview down into smaller steps and include key vocabulary that needs to be taught alongside it. These overviews are designed to support a mastery approach to teaching and learning and have been designed to support the aims and objectives of the new National Curriculum.

They have interrelated dimensions of music weaved through the units to encourage the development of musical skills as learning progresses. This is achieved through listening and appraising first, creating and exploring, and finally, performing.

The overviews are designed to:

- ensure teachers move away from previous levels and learning outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.
- Provide plenty of time to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.
- ensure teachers communicate the required skills for their year group to allow the development of new musical skills and concepts.

The LTPs and MTPs are used as a guidance tool in order to pace out coverage of the curriculum throughout the year. Teachers are encouraged to use professional discretion when deciding

on how long is needed on particular curriculum area whilst ensuring all objectives are covered by the end of the academic year.

5.2 Short term planning

Teachers will use the Charanga scheme, where units of work are designed to be taught over 6 weeks/steps, per term. All the learning is usually focused around one song. Teachers will cover 6 music lessons every term. The scheme is supported by Listen & Appraise supporting documentation and one-page step-by-step / weekly lesson plans. Teachers should follow this step-by-step planning that accompanies and corresponds with the on-screen resources.

6. Teaching and learning

Music lessons are delivered through 6 lessons every half term. In line with the Charanga lesson plans, each unit of work is comprised of the strands of musical learning which correspond with the national curriculum for music:

EYFS unit structure

1. Listen and Respond
2. Explore and Create - initially using voices only, but building to using classroom instruments too
3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform

Key Stage 1 and Key Stage 2-unit structure

1. Listen and Appraise
2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:

a. Games (Warm-up games and flexible games)
b. Singing
c. Playing Instruments (classroom and or band instruments)
d. Improvisation
e. Composition

3. Perform and Share

Listen and Appraise

The Listen & Appraise aspect of the scheme aims to engage children and teachers with music and to encourage and grow their love of it. Teachers should provide opportunities for all children to listen to all styles and to have informed discussions about that music. The emphasis of the Listen & Appraise section is revolved around internalisation, pulse work, musical language, developing a knowledge of styles of music, forming opinions, confidence building and having fun.

Musical Activities

a. Games (Warm-up Games and Flexible Games)

The games aspect of the scheme uses a reduced or backing track of the song being learnt to internalise pulse, rhythm and pitch and later, other dimensions. Children have the opportunity to learn about pulse, rhythm and pitch within the context of the song. They will internalise the song and learn about dimensions of music through games, using the games tracks provided.

b. Singing

Quality singing is important and these activities encourage the children to sing out (to project their voices) but never to shout; to stand with straight backs, feet hip-width apart and to breathe from deep inside. It allows children to aim for a good sound and to develop breathing techniques. Children are encouraged to take care over diction and to enunciate consonants carefully and together.

c. Playing Instruments (classroom and or band instruments)

Each child will be allocated a glockenspiel where appropriate. Children who play band/orchestral instruments will be encouraged to play these instruments instead, during music lessons. The on-screen animated glockenspiels and recorders play easy and medium differentiated parts.

d. Improvisation

Teachers should encourage a vocal and/or instrumental improvisation during the playing/instrumental section of the song. The activities have in-built progressions for teachers to follow according to the unit, year group and Key Stage. Teachers should work through the challenges as suggested on the one-page lesson plan.

e. Composition

Teachers and pupils will use mostly tuned percussion (glockenspiels); the class might include children who learn band/orchestral instruments; there might be combinations e.g. clarinets, trumpets and violins. The children will compose their own tunes starting with two notes; as their confidence and as their ability increases, they will go on to use three, four or five notes.

Perform and Share

At the end of every lesson, the class will share what has taken place during that lesson. A performance of the continuing process is important and, teachers are required to make an audio and/or visual recording of the performance. Among other things, this will log the children's progress and allow for engaging and relevant discussion to assist formative assessment.

The **classroom teacher**, in collaboration with the **subject leader**, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses, using the Charanga scheme of work.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability of the children.
- Utilising teaching assistants to ensure that pupils are effectively supported.
- Adapting resources for children where necessary e.g. using glockenspiels with coloured keys

Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time. At St Barnabas and St Paul's, we do not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

7. Assessment and Reporting

Music should be assessed both formally and informally, using a mixture of summative and formative assessment techniques.

7.1 Formative and Summative assessment

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of musical concepts and address misconceptions.

Throughout the year, teachers will plan on-going formative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives which can include:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Observing pupils play instruments
- Assessing recorded evidence against the learning objectives
- Pupils' self-evaluation of their work

The lesson plans provided by the Charanga scheme of work, allows for teachers to make notes of children's learning during the lesson.

Teachers should assess the pupils once they have completed a unit and record this information in the Assessment Tracker. Teachers should use the 'I can' statements to decide if a child is working towards, working at or working beyond age related expectations, for that unit. The assessment statements determine the impact of the curriculum and the progression of children's musical knowledge and skills. At the end of each full term, teachers are to update the whole school data tracking system with a 'best fit judgement' for whether each child is on

track to be WTS, WTS+, EXS or GDS. It is at this point that the Music lead will conduct a data drop to assess standards. This will be supported by moderation.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

The assessment records completed by teachers, will be accessed and monitored by the music lead and SLT to inform future areas for development and to drive progress in the subject.

8. Monitoring and review

This policy will be reviewed in line with the school's policy tracker.

The subject leader will monitor teaching and learning in the subject at St Barnabas and St Paul's school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to the policy will be communicated with staff and Governors.

Review date: Spring 2024