Music Policy

St Luke's Primary School

'Love God. Love your neighbour as yourself: be the Good Samaritan. Luke 10:25-37

At St Luke's CofE Primary School we believe that 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 our children. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world 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 feel part of a community.

CURRICULUM RATIONALE:

What do we teach? Why do we teach it?

At St Luke's CofE Primary School we make music an enjoyable learning experience. Lessons are designed to 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. We encourage children to participate in a variety of musical experiences by facilitating opportunities for all children to create, play, perform and enjoy music. Through expert teaching, children develop their musical skills, appreciate a wide variety of musical forms, and begin to make judgements about the quality of music around them.

Singing lies at the heart of good music teaching. Our teaching initially focuses on developing the 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 children to make music together, to understand musical notation, and to compose pieces using tuned and untuned musical instruments.

The objectives of teaching music in our school are to enable children 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.

CURRICULUM ROLL-OUT

How do we teach and assess and how does this look in practice?

At St. Luke's we have developed our own bespoke Music curriculum incorporating the EYFS and National Curriculum programmes of study. All children from EYFS to Key Stage Two receive regular high-quality music lessons, taught by a specialist music teacher.

Early Years Foundation Stage

All children in the EYFS receive regular high-quality music lessons, taught by a specialist music teacher, in line with the Early Years Foundation Stage Curriculum. Children have opportunities to explore music in child-initiated play, have free access to a range of instruments, learn a range of songs and rhymes and have opportunities to perform in the classroom and outdoor environment. Children build a repertoire of songs and rhymes, explore the sound of their own voices / body and instruments, express how music makes them feel, follow and create rhythms and move rhythmically to music.

Key Stage One:

Building on learning in EYFS, our specialist music teacher encourages children to learn through singing and playing musical games. By singing simple songs, children gradually learn the elements of music, including pulse, rhythm, pitch, dynamics and tempo. Games reinforce the learning and make the lessons fun. Key skills being built include listening and singing in tune. In this way, we build children's motivation, enthusiasm, confidence, and lay the foundation for a lifetime of enjoyment of music.

Our music teacher ensures children learn through developmentally appropriate songs and games. An inner felt/heard sense of pulse, pitch and rhythm builds on both an unconscious and conscious level. This is the key to musical literacy, exploration, improvisation, composition, listening, appraising and performance which are present in all lessons. Our music teacher develops aural, kinesthetic and visual learning in all pupils - proving a valuable holistic concept for all abilities.

Over the school year children are provided with experience in each of the 4 skills of the National Curriculum for Music:

- 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

Key Stage Two:

Throughout Key Stage Two, children 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. Across every year group in Key Stage Two, children are provided with experience in each of the 6 areas of the National Curriculum for Music:

- to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- to improvise and compose music for a range of purposes using the inter-related dimensions of music
- to listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- to develop an understanding of the history of music

Progression should be seen in developing skills throughout the Key Stage as children learn new skills and then apply them independently, culminating (where possible) in a performance.

Music Appreciation:

Children are taught musical appreciation through exposure to a range of music in both their music lessons and school assemblies. This covers many different genres and eras and children are encouraged to evaluate the music both from a theoretical standpoint (e.g. pulse, instruments, major or minor etc.) as well as their emotional response to it (e.g. how does it make them feel? what does it make them think of?). Children, whenever possible, are given the opportunity to hear live music through trips to concerts and the theatre, working with organisations such as the LSO and guest musicians.

Performance:

All children from Early Years up to Year 6 have an opportunity to perform at some point in the school year in front of an audience, e.g., **The Nativity play & Christmas songs**. More

informal performance opportunities are provided to children through performance assemblies / events, International Evening and St Luke's Has Got Talent. Class assemblies should be seen as opportunities for children to perform a piece of music to the school and parents (be that singing, instrumental or a mixture). Some classes also have the opportunity to perform outside of the school in venues such as LSO St Luke's, and Union Chapel.

Assessment:

Assessment in Music is primarily through ongoing observation of children's learning and formative assessment methods including discussion with children, questioning, revisiting/assessing prior learning, reviewing children's learning in lessons.

Resources:

St Luke's CofE Primary School has a range of resources available to support the teaching of Music. A wide range of instruments are stored in the music cupboard in the hall. The school subscribes to the Islington Music Hub and utilises it for support in planning and delivering the music curriculum, in addition to hiring instruments. The children also have access to a set of iPads to support the production of music using apps such as Garage Band. The school strives to make links wherever possible with other organisations such as City University, the LSO and local secondary schools to broaden the opportunities and resources available to the children.

EQUALITY OF OPPORTUNITIES:

Culture – We are committed to enhancing children's understanding of themselves and others through the promotion of culture through Music and the Performing Arts . We celebrate cultural diversity through musical experiences and give children the opportunity to speak about themselves and share their opinions, their background, their culture and their ideas. We actively encourage positivity in cultural awareness.

Gender – We ensure that all children, no matter what their gender, will be encouraged to take part in all musical experiences and performances. We ensure that there is equal representation of the achievements of both genders for example representing women's achievements in music.

Special Educational Needs and Disability – We ensure that ALL children, no matter what their ability, will have the opportunity to access the music curriculum on offer, within school and extra curriculum activities. No child will be prevented from attending any provision by the school because of their ability level. We actively encourage our SEN children to take part in the Curriculum fully and will attempt to provide special provision as we see fit.

More Able and Talented – We identify our more able and talented children in music and aim to provide them with opportunities to build on their skills both within school and outside of school:

- A weekly ***'Young Musicians'*** lesson to facilitate the development of skills for KS2 children who play tuned musical instruments.
- An opportunity for children to join the '***School Choir'*** that rehearses once a week.

These children perform in school to an audience and are also given opportunities to perform outside of school, e.g., The Whitecross Street Festival'.

We will encourage parents to find opportunities to support this also.

No child will be prevented from taking part in any of the music or performance activities because of his/her gender, culture, social background, ability, or disability.

Monitoring and Evaluation:

The music co-ordinator takes responsibility, alongside the Senior Leadership Team, for monitoring the quality of teaching and learning in music through regular observations and discussions with children. The music co-ordinator works closely with the music teacher to develop the curriculum offer and coordinate resources, performances, and extra- curricular opportunities. We appreciate and value feedback from all sources, including parents, children, governors etc. and will aim to accommodate any suggestions made if practicable and viable.

CURRICULUM OUTCOME

By the end of each key stage, pupils should know, apply and understand the matters, skills and processes taught to them through the school designed curriculum.

All children should enjoy music in as many ways as they choose – either as a listener, creator or performer. To know, understand and use subject specific vocabulary to describe their musical experiences, express their opinions about music and to describe how music makes them feel. In doing so, developing their self-esteem and appreciation of the subject.

Children learn about a range of music from around the world which increases their cultural capital and builds tolerance and understanding of different cultures.

All children will have received opportunities to support and further their understanding of music beyond the National Curriculum by exposure to a visitor with a musical talent; attending concerts/theatre performances; and performing in school productions/at external

venues. This will promote positive well-being and celebrate collective achievement within the wider community.

Written By: Nick Jones & Miriam Macallan September 2023

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