



Jesus is the centre of our lives,

Our learning and friendships.

In a safe, happy and caring community

Where all are welcome.

HOLY CROSS CATHOLIC PRIMARY ACADEMY

MUSIC POLICY FEBRUARY 2022

REVIEW FEBRUARY 2024

INTENT

At Holy Cross Catholic Primary Academy, music is an essential part of our broad and balanced curriculum. Our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life-long love of music by exposing our children to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

The aims of our Music curriculum are to develop children who:

- Can sing and use their voices individually and in a group.
- Create and compose music on their own and with others.
- Use technology appropriately when composing.
- Have opportunities to learn a musical instrument.
- Understand and explore how music is created, produced and communicated.
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions.
- Enjoy and have an appreciation of a range of different musical styles.
- Use and understand musical language and include musical features in their own work.
- Make judgements about the quality of music.
- Have opportunities to play a wide variety of instruments.
- Have different opportunities to take part in performances.

IMPLEMENTATION

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly hymn practice, various concerts and performances, including those as part of the Commonwealth Choir and the learning of instruments.

The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play various un-tuned and tuned percussion instruments. In doing so, they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. They also learn how to compose focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

IMPACT

Children have opportunities to forge their own musical journey, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to individual children, as well as ethnicities from across the world which make up our school community. Children are able to enjoy music, they can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.

Introduction

- Music is a subject which helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings.
- A music curriculum should provide breadth and balance, be relevant and engaging and differentiated to match needs and abilities.

Aims

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching music at Holy Cross and that these are applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of music, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; constructive feedback and sharing practical work.
- To provide opportunities for the development of musical skills where relevant across the curriculum.

Children

- To develop an enjoyment of learning through practical activity, exploration and discussion.
- To develop confidence and competence in the skills of speaking and listening, constructive feedback and sharing practical work.
- To develop an understanding and appreciation of different types of music from around the world.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching music.
- To praise their children for the good things that they do in music.
- To communicate and work with the school whenever further support is needed to develop their children's musical skills and understanding.

Governors

1. To appoint a designated link governor who will:
 - meet with the music team at Governor Days to find out about;
 - a) the school's systems for planning work, supporting staff and monitoring progress;
 - b) the allocation, use and adequacy of resources;
 - c) how the standards of achievement are changing over time.
 - Visit the school and talk to pupils about their experiences of the curriculum area.
 - Promote and support the positive involvement of parents in the curriculum area.
 - Attend training and other events relating to music.
 - Report jointly with the music team.
 - a) for the School Prospectus;
 - b) to the governing body with recommendations, if appropriate at Governor curriculum meetings
2. To be understanding and supportive of our aims in the learning and teaching of Music.

Implementation of the Music Policy

1. Music is delivered by staff from the Charanga music scheme.
 - This scheme informs the long term and medium-term planning as to what is taught within Music teaching units.
 - The short term plan lists specific learning objectives that are to be covered and success criteria to support both children and adults in assessing their work.
 - Teaching and learning is differentiated to best match the needs of the class and the individuals within it
 - If the learning needs of specific children are best met following an alternative structure then this will be discussed by the class teacher with the music team and the SLT.

2. Extra opportunities

- Music lessons on a wide range of instruments are available to children in Key Stage 2 at a reasonable cost to parents.

3. Resources

- Music resources are many and varied, including:
 - a) Listening centres including CD players and headphones;
 - b) A large selection of tuned and untuned percussion instruments;
 - c) Other instruments including guitars, keyboards and recorders;
 - d) A range of song books and CDs

4. Parents/Carers

- The School aims to involve parents/carers in their children's learning as much as possible.
- Parents/carers have the opportunity to meet with child's class teachers three times in each academic year.

5. Music Curriculum Team

- The role of music curriculum team is to provide management of this subject in order to help secure high-quality teaching, effective use of resources and high standards of learning and achievement for all pupils, including those children in vulnerable groups.
- During the academic year the music curriculum team have specific allocated time for subject monitoring and evaluation.

The Music Lesson: Good Practice

1. The Learning and Teaching Policy

- The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at Holy Cross School. These apply to learning and teaching in Music as well as every other curriculum subject area.

2. Music Units of Work

- A progression of lessons will be planned over a six week blocked unit of work that is taught over a half term.

3. Music Lesson

- Within each Music session there will be the following elements:
 - a) a clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
 - b) an element of speaking and listening which is well modelled by the teacher; e.g. the use of speaking frames to encourage the children to respond appropriately in full sentences;
 - c) teachers model lesson activities at a level which is appropriate to the needs of the children within the class being taught;
 - d) a plenary or series of mini plenaries are used throughout the lesson to reinforce the learning objective, address misconceptions, refer back to the success criteria or to move the children's learning on further.
- Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism.
- Musical activities within lessons are planned carefully to encourage active participation and enjoyment by all children, irrespective of ability.

Music across the Curriculum

Children are taught a wide range of musical skills that enable them to access and understand different types of music in a variety of contexts, both within school and at home.

- Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use music in real life and academic contexts.

- Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

- Children's standards and achievements in music are assessed in line with the school's Assessment Policy.

Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Holy Cross is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Inclusive practice in music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Monitoring and Review

- The Head Teacher and music curriculum team will monitor the effectiveness of this policy.

Safeguarding

Our school takes its responsibilities of safeguarding children very seriously. All staff will ensure at all times that the safety and well-being of children is the first consideration. Staff will consider the health and safety aspects of any activities offered to children and check the suitability of any visitors engaged to work with the children.

Equality

At Holy Cross Catholic Primary Academy, equality considerations are central to all that we do. We are committed to promoting equality of opportunity and to preventing all unlawful discrimination whether against individuals or groups on grounds of age, race, gender, physical or learning disability. Equality is simply not a minority issue. It is important to everyone.