



St. Bernadette's Catholic Primary Voluntary Academy
Music Policy
February 2024

1. Overview

At Saint Bernadette's Catholic Primary Voluntary Academy, our intent is to cultivate a real enjoyment of music and we aim to deliver a high quality music education that will inspire all pupils in the academy. Enjoyment and achievement lie at the heart of good primary practice; every child should enjoy musical activities. We believe that Music is a very creative and a unique form of communication and is an integral part of our culture. It provides an important medium to help children understand themselves and relate to others and the wider world.

2. Aims / Curriculum

At Saint Bernadette's Catholic Academy we aim:

- To fulfil the requirements of the National Curriculum for Music, in line with the new Model Music Curriculum.
- To provide a Music curriculum which is broad, balanced and relevant for the pupils in our academy.
- To enable pupils to perform, listen to and appraise music across a range of musical genres and styles, providing opportunities to study the works of great composers and musicians.
- To provide opportunities for pupils to develop the use of their voices and learn to play a musical instrument.
- To enable pupils to develop the skills of improvisation and composition both individually, as a group and class.
- To develop pupils' understanding of how music is made up of the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure) and appropriate musical notations.
- To build upon the experiences and interests children have in Music, not only through direct teaching but by providing enrichment experiences and after-school clubs.
- To ensure the progressive development of musical concepts, knowledge, skills and attitudes through carefully constructed plans and sequences of work.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in Music.

Ways in which we support this include:

- Planned activities – through the use of *Sing Up* Music Scheme.
- Music being part of the academy day and weekly timetable, for example: Wake Up and Shake Up, Hymn Practices, Assemblies and Collective Worship, cross-curricular songs.
- Opportunities to play different instruments
- Music as part of Enrichment Activities and after-school/lunchtime Club provision
- Involvement in Musical events outside of the academy such as the Scunthorpe Musical Festival, Big Sing.
- The promotion of Music through the Music display board

Early Year Curriculum

Pupils are introduced to the Inter-related dimensions of Music in the Early Years through a variety of practical activities. They learn chants, rhymes and songs making cross-curricular links to other areas of development. They develop their confidence when taking part in musical activities, including short performances to the rest of the academy and parents.

Music, within Expressive Art and Design, contributes to a child's personal and social development, counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Key Stage One Curriculum

The National Curriculum statements set out the statutory requirements for what pupils are expected to know, apply and understand by the end of each Key Stage.

The National Curriculum states that Key Stage One pupils should 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.

Key Stage Two Curriculum

The National Curriculum states that Key Stage Two pupils 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.

Key Stage Two pupils should 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.

3. Teaching and Learning

Organisation

Progression and coverage documents for Music have been created in order to ensure that all elements of the National Curriculum are taught in a clear and sequential manner. Objectives for Music have been organised into Key Stage One, Lower Key Stage Two and Upper Key Stage Two. Differentiation is incorporated into planning to ensure progression both within and across year groups

Our curriculum has a focus set of objectives for each of the Inter-related dimensions of Music, as these are the important musical concepts which form the building blocks of any form or style of Music. At St. Bernadette's, we ensure this includes looking at and exploring pitch, duration, dynamics, tempo, timbre, texture and structure. The other objectives have been grouped under the following headings: performing, improvising and composing, listening and appraising.

In order to meet the learning needs of our pupils, a weekly Music lesson based on the Sing Up music scheme is delivered. The subject leader has created a unique Long Term Plan, which is based on elements of the *Sing Up* Scheme. The *Sing Up* scheme is in line with the new Model Music Curriculum. The music subject leader has delivered a staff meeting and met with staff to discuss the implications of the new Model Music Curriculum and the new *Sing Up* scheme. In Foundation and Key Stage 1, music lessons are mainly taught by class teachers. As part of cross curricular teaching in topics and ICT some music input may be taught by TAs. In lower key stage 2, the music lessons are taught by a teaching assistant as part of PPA; in upper key stage 2, music is taught by the music subject leader during PPA. Music is also taught through cross-curricular topics which have been designed by our teachers to meet the unique needs and interests of the pupils in our academy.

Music making is such an important aspect of the curriculum and we encourage this whether it be through the use of voice or by playing a musical instrument. We aim to present Music in practical contexts which are relevant to the children's experiences, for example, musical concepts being taught through well-known songs based on the Sing Up scheme. This may involve Music making as an academy, key stage, class, group or individual situation.

Environment

The learning environment is important in supporting and motivating pupils, whether it be in the classroom or around the academy. Each class also displays a history of Music timeline as a reference point for pupils as they learn about different styles. This enables pupils to place different genres of Music alongside other significant events in history. Musical posters of musical terms relevant to the year groups have been provided to support the children's understanding and use of this terminology.

Planning

Planning is based on the National Curriculum statutory requirements and follows the academy Coverage and Progression documents. This documentation is presented on the academy website, along with topics webs which outline the key teaching in each topic. There are also coverage plans for each topic which are stuck in pupils' books, showing the objectives and order of teaching for Music in relation to other subjects. Cross curricular links are made as much as possible as this is recognised as a vital way of embedding knowledge and skills, for example, Science (Sound and hearing), P.E (dance), History (history of music and composers)

The Music Long Term Plan is set out over 2 years to accommodate mixed aged classes. These lessons follow selected *Sing Up* units or instrumental courses (currently glockenspiel in KS1 and recorder in KS2). There are opportunities for pupils to work on developing singing and performance elements, for example, in preparation for the Christmas concert.

Essential elements for all short term planning are: objective, activity, differentiation and assessment and success criteria. Teachers assess against the objectives they use in their lessons. When applicable, marking is carried out in accordance with the marking policy and is linked to the success criteria. Marking identifies ways forward and when appropriate, sets further questions to challenge and move the learning forward further. Another way that may be used to show progress in Music is by recording pupils at the beginning and end of units of work to show how skills have developed. This is particularly useful as written evidence is often not appropriate.

Wider Curriculum and Extra-Curricular Activities

Key Stage 2 children have the opportunity to attend choir at lunchtimes. The choir have recently been involved in a Christmas Concert and singing carols at Sycamore Lodge Care Home. Years 2-6 have the opportunity to attend an after school Music Making Club; they sing together, are learning to play recorders and have the chance to play percussion. There has previously been a Key Stage 1 choir, the music coordinator is reviewing provision for this key stage.

Sung Collective Worship is very important in our academy. A fortnightly hymn singing practice enables children to learn new hymns and grow in confidence in singing. Children sing hymns in assemblies, and liturgies of the word. Many classes sung a hymn as part of the Harvest Festival and the Chaplaincy team and choir led the Christmas Carol Service.

In order to further develop sung Collective Worship, the music lead has provided suggested hymns for the *Come and See* RE units, including accompaniment and lyrics. The subject

leader is also compiling hymn resources to link to the liturgical year and themes to assist teachers.

Health and Safety

The health and safety of our pupils is at the forefront when planning and delivering all lessons of the curriculum. The subject leader regularly checks the musical instruments on the Music trolley and in the Music cupboard for any damage or repairs that may need making.

Assessment

Formative assessment is a crucial part of assessment in Music due to its practical nature. Learning objectives and success criteria are referred to throughout each Music lesson so the children know the learning aims of the lesson and how they can achieve this. Assessments against these are made and entered into our electronic assessment system. Formative assessment is built into short term planning in order to give feedback to pupils and to develop the planning of future lessons. Pupils also self-assess at the end of a lesson and participate in peer evaluation where they review and discuss each other's work.

At the end of a topic or unit of work, judgements are made on pupils' knowledge, skills and understanding. Part of this process may be, in some instances, a performance to demonstrate their skills. At the end of each term, teachers make a summative assessment based on their knowledge of their pupils and the formative assessments recorded in our electronic assessment system. Teachers, the Music Leader and Senior Leaders are then able to monitor the progress of cohorts, classes, vulnerable groups and also individuals.

Inclusion

At Saint Bernadette's, we are committed to providing effective learning opportunities for all. All pupils are entitled to a broad and balanced curriculum. Due to the practical nature of the subject, Music is a very inclusive subject in which all pupils can access in different ways. All planning and teaching of Music takes differentiation into account, to ensure appropriate pupil access to learning. Lessons are personalised in order to meet the needs of all pupils. Pupils are taught in their classes and within these, pupils are grouped in ways most beneficial to their immediate learning needs. Grouping is fluid and changes with the needs of the child or particular activity.

Pupils with SEND are included in all aspects of a Music lesson through differentiated work and when appropriate, extra adult support. Music lessons take into account the particular requirements for children on the SEND register, as outlined in their IEPs or EHCPs and in accordance with the academy SEND Policy document.

For children who have English as an additional language, we seek support and help from the relevant outside agencies when necessary. In class, lessons are tailored to the child's needs. We aim to encourage positive attitudes towards our multi-cultural and multi-ethnic society.

Those pupils entitled to pupil premium are fully supported and tracked in order to ensure they make continued progress in Music. After school clubs are also subsidised for these pupils in order to enable them to access opportunities to develop their musical skills further.

More able or gifted pupils in Music are also identified as part of our formative and summative assessment procedures. Pupils are challenged through a programme of high quality first teaching and are encouraged to build on their interests in music both in and out of the academy.

The Equal Opportunities Policy document should be consulted to ensure balanced and fair access to the Music curriculum for all groups.

Reporting / Record Keeping

Parents are invited to assemblies and concerts involving the pupils in the academy and attend other musical events that pupils may take part in throughout the year.

Parents are informed of their child's progress and attainment in Music twice yearly at Parents Evenings and at the end of each year in a formal written report.

Reporting to parents of attainment and progress in Music is in accordance with Government Legislation and the academy's Assessment, Recording and Reporting policy.

Monitoring and Evaluation

Monitoring and evaluation of Music in terms of planning, teaching and learning and assessment outcomes is carried out by the Music Leader and the Senior Leadership Team during regular Appraisal and Subject Leader Reviews.

The subject leader identifies key priorities and produces a yearly action plan which feeds into the curriculum/teaching and learning areas of the Academy Development Plan. Governors are kept updated and informed, with the Subject leader delivering a presentation to senior leaders and governors after each subject review (every 2 years).

Homework

Homework in Music is assigned as and when appropriate. Music making is strongly encouraged outside of the academy and some pupils have their own instruments which they practise in their own time.

Training

Staff are encouraged to take full advantage of training opportunities, to develop their confidence and update their expertise, whether it be through academy, LA-based or National Training events. Recent and ongoing training has included sessions to use and deliver aspects of the Sing Up.

Resources

The academy recognises that the most crucial classroom resource is the class teacher, alongside the work of other adults, including TAs who may deliver and support aspects of the curriculum for Music.

Music resources are kept in a cupboard near to the hall and on a Music trolley that can be easily moved to different classrooms.

The Music Leader carries out an audit of resources as part of the subject review process and arranges the purchase of any new resources needed each year.

In addition to the Sing Up scheme resources, we have purchased Out of the Ark words on screen resources; hymns are used in RE lessons and for Collective Worship and many song collections are linked across the curriculum.

The subject leader has recently formed a link with our secondary academy and plans are in place to make use of resources and arrange activities and events in the future.

4. Leadership

The role of the Music Leader includes:

- To ensure that the Music policy document reflects the requirements of the National Curriculum and the needs of the academy ethos;
- To review and update the policy document at least two years;
- To provide leadership and guidance in the area of Music, and to support staff as required;
- To promote Music as an important subject, to ensure that it has a prominent place within the academy, through academy displays, after-school club and enrichment provision, the participation in special events, making links with careers associated with the subject and arranging visits and visitors to the academy;
- To be actively involved in whole-school curriculum design, in cooperation with other subject leaders, in order to maintain a relevant, broad, balanced and differentiated curriculum which is suitable for all pupils;
- To monitor, review and evaluate all planning stages for Music, from the Long Term Plan to topic and weekly plans, ensuring that there is complete coverage of the National Curriculum and that it is being taught in a progressive way;
- To monitor and evaluate teaching and learning against the requirements of the Music curriculum through observations, learning walks and scrutiny of planning and work;
- To oversee summative assessments in Music in accordance with academy assessment guidelines, and to be actively involved in data analysis target setting for Music;
- To lead staff meetings and training relating to Music and to ensure that all staff training needs are met;
- To attend relevant training to keep up to date and be aware of new developments, and to disseminate advice and feedback to staff;
- To liaise with other schools, colleges and other outside agencies, when appropriate, continuing the initial link made with Saint Bede's Academy Music Department;

- To undertake an audit/evaluation and action plan on an annual basis;
- To maintain, evaluate and assess the resources for the teaching and delivery of Music, including musical instruments;
- To promote parental and governor interest in Music and listen to and take on board pupil voice;
- To carry out and meet the expectations of a Subject Leader Review when Music is the focus subject (every 2 years), including feeding back to senior leaders and governors.

Supporting documents

The following school policy documents should be consulted to support the Music Policy:

Assessment, Recording and Reporting Policy

Marking Policy

SEND Policy

Equal Opportunities Policy

Safeguarding Policy

Continuing Professional Development Policy

ICT Policy

Policy Review

The Music Policy should be reviewed and updated at least every two years (as part of the Subject Leader Review Monitoring Cycle)

Date of next review: Advent Term 2025

(awaiting governor approval)