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# Music Policy



Love, learn and shine together with Jesus

Written: September 2023

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Leader: Mrs E O'Hanlon

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## Music Vision

Music is a universal languages which unites and delights, allowing children to be stimulated creatively and At St Matthew's, Music allows us to deliver on the promise of "loving, learning and *shining* together with Jesus." At its heart, Music is a collaborative endeavour which brings people together and allows our children to *shine!*

The value we place on Music at St Matthew's enables each of our pupils to reach their full potential, allowing them to develop their (SMSC) social, moral, spiritual and cultural awareness and become creative members of our school community.

Music provides a unique way for children to understand and respond to the world around them, whilst introducing them to a variety of cultures. The appreciation and enjoyment of Music enriches all our lives, developing creativity, self-esteem and confidence, providing our children with a unique opportunity for self-expression. We are committed to providing a wide variety of opportunities for all of our children to create, play and perform musically, whilst developing the necessary skills to appreciate a wide-range of Music from around the world and a variety of historical periods.

## Aims, Objectives and Impact

- To challenge, create and collaborate
- To improve the children's ability to play instruments and develop their vocal techniques.
- To develop the inter-related skills of performing and composing within Music.
- To develop increasing confidence in Music.
- To foster an enjoyment and appreciation of a wide-range of Music and a knowledge of performers.
- To develop an understanding of the History of Music.
- To develop their improvisation and compositional skills.
- To listen and appraise a wide range of live and recorded music.
- To increase their critical awareness of Music from different times and cultures.
- To develop a range of subject-specific skills, such as understanding how music is made through a variety of interrelated dimensions, with a variety of instruments and that it can be composed and written down.

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## Teaching and Learning styles

Music is taught through a mixture of whole class teaching and individual/group activities by our dedicated Music teacher, Mrs O'Hanlon. We give children the opportunity within lessons to work on their own and collaborate with others. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Providing a range of challenges with different resources.

## Music Planning

The Music Lead has created a unique scheme of work based on National Curriculum objectives with the aid of a Music specialist. While there are opportunities for the children's abilities to develop their knowledge and skills in each teaching unit, the planned progression built into the scheme of work allows children to be increasingly challenged as they progress through the school, whilst our spiral curriculum creates the opportunity for consolidating knowledge and understanding.

Music is planned in two phases [long-term, medium/short-term]. The long-term plan maps the topics studied in each term during the key stage and the medium term plans are planned by the Music Lead, who is responsible for monitoring and reviewing these plans.

Class teachers and the Music lead assess children against lesson objectives and formally assess children at the end of each unit.

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## Music in the Curriculum

### EYFS

Children in Reception have weekly Music lessons with our Music lead. We relate the musical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The range of musical experiences encourages children to make connections between one area of learning and another and so extends their understanding.

- Weekly Music lessons taught by a specialist
- Christmas/Easter and end of year performances
- Hymn practise

### Key Stage One

- Termly Music lessons taught by Music Lead
- Christmas/Easter and end of year performances
- Termly Class Assemblies featuring the opportunity to perform a range of songs
- Singing Club
- Hymn practise

### Key Stage Two

- Termly Music lessons taught by a specialist
- Christmas/Easter and end of year performances
- Termly Class Assemblies featuring the opportunity to perform a range of songs
- Choir/choral singing club
- Hymn practise

### Extra-Curricular Music

Children in KS2 have the opportunity to join our school choir run by the Music Lead.

### Cross-Curricular Links

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Cross-curricular links are made through careful whole school planning and liaison between subject leaders.

### English

Music contributes to the teaching of English by inspiring story-telling and lyrical composition such as the Year 3 topic *The Enormous Crocodile* and the Year 1 topics *I Like the Flowers* and *Tradition Tales*.

### Mathematics

Music contributes to the teaching of mathematics through the understanding of rhythm and pulse, musical structure and time signatures.

### Philosophy for Children

Music can be used as an inspiration point for philosophical discussion at the start of Foundation subjects.

### History

Children develop an understanding of the History of Music throughout the Music curriculum. The Year 2 topic, *London's Burning*, ties in with the Great Fire of London.

### Geography

The Year 5 topic, *Rainforest Ostinatos*, links to the Rainforest Geography topic.

### Personal, social and health education and citizenship

Through making music, children learn to work more effectively with other people and build upon good relationships. Music is the basis of many social activities and has an important role to play in the personal development of children.

### Spiritual, moral, social and cultural diversity

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Listening, creating and performing in Music can 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 St. Matthew's have the opportunity to encounter Music from many cultures and through a growing knowledge and understanding of a range of Music, they develop more positive attitudes towards other cultures and societies.

### Inclusion and Equal Opportunities

All teaching and non-teaching staff at St. Matthew's Catholic are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience arts education at an appropriate and challenging level. To ensure that children experience high standards of success, creative development needs to be taught with regards to children's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

Whatever the manner of class organisation, we try to ensure that no child adopts a passive role in Music at St. Matthews.

Music can provide the opportunity for new pupils with limited English to achieve and can therefore raise their self-esteem. It is a subject into which newly arrived pupils can easily be integrated. Music can encourage the development of a wide range of social skills through collaborative working and sharing of ideas. Through Music they learn to express themselves non-verbally and may, in this context, be able to contribute cultural knowledge and experience that is of benefit to all pupils.

### Accessibility and Teaching Music to children with Special Educational Needs

We teach Music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad balanced education to all. Teachers provide learning opportunities matched to the needs of children

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with learning difficulties, taking into account the targets set for individual children in their individual educational plans.

### Arts Award

Those children in Choir will be given the opportunity to work towards achieving Arts Award, which will be supported through their weekly choir and band rehearsals, participation in the Peace Proms concert and through visits and enrichment opportunities such as concerts at the Royal Liverpool Philharmonic Hall.

### Assessment and Recording

The specialist Music teacher assesses children's work through formative assessment during lessons and by end of unit recordings on Seesaw. At the end of each unit of work, the Music lead makes a summary judgement about the work of each pupil, along with the Class teacher, recording it termly on assessment trackers.

### Resources

We keep resources for Music in central stores in the school hall. The Music Lead is responsible for these resources.

### Monitoring and review

The Music Lead is responsible for the standard of children's work and for the quality of teaching and they monitor this through lesson observations, planning scrutiny and regular meetings with the specialist Music teacher. The Music Lead is also responsible for completing termly action plans to strengthen and develop their subject.

### Working with Professional Artists and Arts Organisations

We believe partnerships with Arts organisations demonstrate excellence and raise awareness of opportunities and expectations in Music. The links benefit:

- Curriculum development
- Cultural awareness

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- Community links
  - Staff development
  - Children's creative achievements
  - The profile of Music
  - The nurturing of talent

Children are able to experience these through:

- Visiting musicians and performers
- Dedicated Music teacher
- Liverpool Philharmonic performances
- Performances and workshops with feeder schools
- Talented staff, parents and governors within the school
- Theatre company visits & workshops

### SMSC Statement

At St Matthew's, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of their cultures.

### Pupils' spiritual, moral, social and cultural development is shown by their:

- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible use of imagination and creativity in their learning
- understanding and appreciation of the wide-range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to artistic, musical and cultural opportunities

Signed \_E O'Hanlon September 2023

This policy will be reviewed in September 2024



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