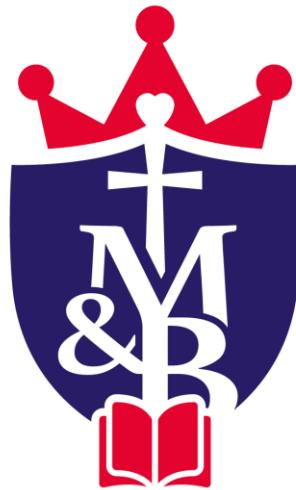


# MUSIC POLICY



**St Mary's &  
St Benedict's  
RC Primary School**

Together in God's family, we grow in faith, knowledge & love to reach our full potential, and to become the people that we are created to be.

Policy Agreed: February 2023  
Review Date: November 2026

## Our School Ethos

At St. Mary's and St. Benedict's we aim for our curriculum to inspire pupils to be life-long learners with a sense of service to the world that they live in and the people that live in it with them.

We believe our pupils will be life-long learners if they are able to be:

- ✓ confident,
- ✓ independent,
- ✓ curious,
- ✓ open-minded,
- ✓ enthusiastic,
- ✓ observant,
- ✓ co-operative and
- ✓ resilient individuals.

In order to develop these qualities within our pupils we intend for our curriculum to provide opportunities for children to:

- Be curious and ask questions
- Evaluate and reflect
- Work collaboratively
- Apply their learning
- Solve problems whilst developing resilience
- Communicate their learning
- Challenge ideas

## Vision for Music

At St. Mary's and St. Benedict's, our music curriculum aims to provide all students with a **high-quality music education** which engages and inspires them to develop a life-long love of music, increases their self-confidence, creativity, imagination, and provides opportunities for self-expression and a sense of personal achievement. Modelled on the National Curriculum, we offer opportunities for students to develop their talents in all aspects of music including composition, singing and appreciation.

## **Music Intent**

At St. Mary's and St. Benedict's Primary School we understand 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 people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world we 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.

Teachers at St Mary's and St Benedict's aim to:

- ✓ Provide activities that develop musical concepts and skills sequentially
- ✓ Develop awareness of different cultures and traditions through their music
- ✓ Broaden understanding of a wide variety of styles
- ✓ Encourage the enjoyment of music and provide the opportunities to express ideas and feelings through music
- ✓ Evoke a creative response to music through experimentation, for example singing, composition and movement
- ✓ Offer children the opportunity to make music together and to develop the skills necessary to achieve the highest possible standards

We follow the Statutory requirements for the teaching and learning of music which are laid out in specific detail in the National Curriculum for Music and within the Statutory Framework for the Early Years Foundation Stage.

We aim to develop pupils' abilities to ensure all pupils have the opportunity 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.

Also, that children are given the opportunity to 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.

Finally, that they 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.

## **Music Implementation**

The National Curriculum and Early Years Foundation Stage guidance are used as the basis for music planning. The vehicle used to deliver these is the Lancashire Music Service scheme, 'Charanga – Musical School'. The learning within this scheme is based on the following: Listening and Appraising; Music Activities (Creating and Exploring); and Singing and Performing.

The scheme's medium and short-term plans are followed by all year groups and ensure the children are increasingly challenged as they move through the school. The lessons are taught sequentially and ensure that skills previously taught are revisited before progressing onto the next steps.

During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context. During the lesson children will be given opportunities to apply skill and given chance for collaboration through composition.

Teachers plan for music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We strive to ensure our children to feel able and reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school through opportunities to listen and appraise varied compositions. All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff.

We enable pupils to have access to a full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example in concerts, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

KS2 children have the opportunity to learn and play the guitar with Miss Galea. She visits school each week to teach KS2 pupils how to play the guitar and they have the opportunity to perform their songs at assemblies and coffee mornings for the local community and parishioners.

The year 3/4 children also receive weekly singing lessons with Catherine Bradley from Salford Diocese within the school day and have had the opportunity to participate in the follow on after school club also. These children get the opportunity to perform in church at the carol service.

### **Music Impact**

Teachers are expected to make regular assessments of each child's progress in line with the school's assessment policy. At the end of each half term and completed topic, the children's progress will be entered into a tracker in which they will be rated as 'working towards', 'working at', or 'working above' expectations.

The impact of our music curriculum is measured in a variety of ways: through pupil voice, we know that pupils show a developed understanding of the methods and skills of musicians at an age-appropriate level from Early Years to Year 6. Pupils can articulate the key vocabulary, composers, time periods and offer thoughtful reflections and appraisals of music.

Through lesson monitoring and pupils' work, the impact of the curriculum can be seen in pupils' skills to listen, appraise, compose, and perform their own pieces and those of others. Children work towards a 'final piece' which showcases the skills and knowledge pupils have acquired. As a result, pupils achieve well in music.

Children with special needs are taught within the music lesson and are encouraged to participate as appropriate. If additional support staff is available to support groups or individuals, they work collaboratively with the class teacher.

It is the responsibility of the subject leader to:

- Support and guide the practice of teachers and support staff
- Ensure coverage, continuity and progression in planning
- Monitor and evaluate the effectiveness of music teaching and learning
- Update documentation where necessary
- Produce action plans for the school development plan, prepare bids and manage the music budget effectively
- Liaise and consult with outside agencies where appropriate attend relevant INSET training
- Review regularly the contributions made by music to a meaningful curriculum

### **Specific Nature of 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 discrimination to the best in the musical canon.

### **Sequencing with Music**

The charanga programme of study is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum: Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

### **Impactful Learning**

At St Mary and St Benedict's Catholic Primary School, we constantly monitor the progress each child makes so that we can provide a curriculum that moves their learning forward.

We ensure that each child is seen as an individual and can:

- Express themselves effectively through music

- Have a positive attitude to music and understand its role in their personal development
- Have a greater appreciation of the world we live in, by understanding different cultures and societies through music
- Listen and appraise musical pieces and discuss using musical language and vocabulary
- Successfully participate musically at a level that is appropriate for them
- Work individually and collaboratively in music
- Develop confidence with relation to music

Through careful monitoring of the curriculum content, sessions taught and impact of the teaching; as a school we are able to ensure that all of our children are on track to meet the age-related expectations of their year group.

## **EYFS**

Children within EYFS follow the new EYFS framework to ensure full coverage and music opportunities are provided within their first year at school. The charanga programme of study is followed within EYFS alongside teacher planned activities to ensure a broad and rich curriculum meeting all of the necessary requirements.

## **Key Stage One**

Through the Charanga scheme of work pupils are 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 interrelated dimensions of music

## **Key Stage Two**

Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Through the charanga scheme of work pupils are 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 interrelated 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

## **Assessment within Music**

Music is assessed in line with the school's assessment policy.

As music is a practical subject, assessment may be done by focussing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self/group/teacher evaluation against criteria from the National Curriculum programmes of study and end of year expectations. The progression grid provided by the subject leader ensures children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar. This information is recorded and monitored by the co-ordinator.

## **Inclusion within Music**

Provision is made for children with a range of SEND that can be grouped into four broad categories of need, as detailed below:

### **1. Communication and Interaction**

Children and young people in this category have speech, language and communication needs (SLCN) which make it difficult to communicate with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with ASD, including Asperger's Syndrome and Autism, who are likely to have particular difficulties with social interaction may belong to this category.

### **2. Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **3. Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **4. Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

As a school, St Mary's & St Benedict's RC Primary School is committed to ensuring that all children get access to the full curriculum and we will provide suitable amendments to provision to allow this to happen.

At the bottom of this webpage: <https://www.smsb.lancs.sch.uk/send/> there is a comprehensive list of subjects and the SEND adaptations that are suggested for each area. Class staff are required to consider these documents to best meet the needs of pupils with identified needs.

### **English as an Additional Language (EAL)**

At St Mary's & St Benedict's, we believe that:

- EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum
- EAL learners make the best progress within a whole school context, where children are educated with their peers.
- Bilingualism is viewed as a positive and life-enriching asset.

We work with the EAL team at Lancashire County Council, when deemed appropriate, to access specialist teacher support for pupils. This additional input is co-ordinated between pupil's class teacher and the SLT lead for EAL provision.

### **Able, Gifted and Talented (AGT) pupils**

At St Mary's & St Benedict's, we understand that all children require support and challenge in their learning in order to make progress and reach their potential. Subject leaders work with teachers to identify and support these children through our teaching and learning activities, our more able (MA) pupils are given a wide variety of challenges and experiences which develops their resilience, inspires them and deepens their understanding of the tasks.

They are encouraged to develop their abilities to ask questions, explain and reason, persevere, communicate their thoughts and take risks in their learning. We strive to provide creative means to increase their independence and curiosity, leading to an ever-increasing love of learning.

**Reviewed by:** Gemma Palacio

**Review Date:** November 2025

**Next Review Date:** November 2026