ST MICHAEL'S CE (VC) FIRST SCHOOL

'Through God we love, laugh and learn'

MUSIC POLICY

Date Approved: _____

Signed: _____

Print Name: _____

Date to be Reviewed: **September 2028**

St Michael's CE (VC) First School

MUSIC POLICY

This Music policy reflects our school vision:

Our Church of England School community where all children can grow into confident, happy individuals with a love of learning. Where curiosity, independence and a feeling of self-belief are encouraged and valued by all.

Intent

At St Michaels, our intent is to spark an interest and love in all of our children, through high-quality musical experiences. All children at St Michael's will have the opportunity to experience music in a 'have a go' environment, where they are able to express their creativity and enjoy all aspects of musical learning no matter what their musical ability is. We believe that music and performance allow children to gain the confidence and perseverance to pursue dreams and reach their full potential. It also helps to promote and develop a broader intercultural understanding through our worships and wider curriculum.

In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at St Michael's CE (VC) First School develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

We value music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It allows personal expression and can play an important part in the personal development of an individual. Music reflects our culture and society and so the teaching and learning of music enables our children to better understand the world in which they live. We provide opportunities for children to create, play, perform and enjoy listening to music, to develop skills and appreciate a wide variety of musical forms.

Using the National Curriculum for music, we aim to:

a) Encourage pupils to enjoy music by composing, by performing and by listening to it
b) Increase understanding of how music is made
c) Allow pupils to work cooperatively and independently in doing this
d) Provide an opportunity for those who wish to learn to play an instrument.

Music, particularly singing, is an effective, almost magical medium for learning and retaining information. It activates three different centres of the brain at the same time: language, hearing, and rhythmic motor control. By inducing emotions, it also creates a heightened condition of awareness and mental acuity. Words paired with music are far easier to retain and singing is therefore used across the curriculum to reinforce skills and concepts.

Music also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Implementation

The curriculum:
At St Michael's, we use Charanga music as a driver for our musical curriculum. The Creative Music Scheme ensures that interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Class Music Lessons:
Through the Charanga Musical School programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual's personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

Throughout the year, in Year 3, the pupils are taught glockenspiels by a peripatetic music teacher to further develop skills and learning.

Singing Worship:
EYs to Y4 meet once a fortnight to learn new hymns, songs, sing songs of their own choosing and to rehearse ones already learnt. Worships are taken by the music lead and provide opportunity for new musical vocabulary, learning and sharing new warmups and to enjoy singing as part of a large group. Music is selected from a broad range of material including 'Out of the Ark' song book and Charanga to reflect time of year, Christian celebrations and for children's enjoyment.

Choir:
The school has a choir, led by the music lead, which runs weekly and for children from year years 3 and 4. All children are encouraged to join the choir which aims to build confidence and harvest a love for music, singing and performance. The children are not only taught songs (both in unison and in parts) but are given instruction in voice production and articulation. The choir have opportunities to perform in school concerts, the church, in the

wider community and to participate in Music concerts at other schools.

Enrichment opportunities and performance:
Pupils are encouraged to perform and watch performances regularly. Some of the opportunities we provide on a yearly basis as well as additional one off performances are: Harvest Festival, Christmas Carol concert (KS2), Christmas nativity (KS1), Singing for the elderly residents at The Stroke Club, class music lessons, worships, end of term and year celebrations, visiting musicians.

The Charanga Creative Music Scheme :
The Charanga Creative Music Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum and more.
How the Scheme is structured:
Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
- Warm-up Games
- Optional Flexible Games
- Singing
- Playing instruments
- Improvisation
- Composition

3. Performing

Mastery:
Charanga Creative Music Scheme Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for you, as a teacher, to plan for your teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Impact

Pupils at St Michael's CE (VC) First School are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy their ongoing education with a very real view of being an effective and happy contributor in today's world.

Monitoring of the Curriculum:

Standards achieved / received curriculum / experienced curriculum

Assessment *

Learning Walks Lesson Observations Resources reviews

Evidence for Learning – Videos of performances and progress from lesson 1 – end of unit.

Pupil voice

Subject leader discussions

Link governor visit reports

* The children are assessed in order to ensure that they make good progress in this subject. This is done in two ways:

- informally during the lessons in order to evaluate what the children have learned.
- using the end of unit assessments.

<u>Inclusion</u>

When teaching music we aim to deliver an inclusive curriculum for all pupils by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Roles and responsibilities

The Subject Leader's Role

The duties and responsibilities of the Music subject leader include the following:

- To read, understand and interpret the National Curriculum for Music
- To review and keep up to date the Music policy and scheme of work
- To keep under review the updating and regeneration of all the Music resources in school
- To attend relevant courses
- To be aware of developments in the school to improve the attainments of the pupils in Music
- To liaise with local middle schools to make them aware of the music experience of

the children when they move on to Upper Key Stage 2

The Role of the Class Teacher:

- To follow and uphold this policy.
- To be responsible for ensuring that the pupils in their care are taught thoroughly and purposefully and that the best possible learning environment prevails, where pupils of all abilities can flourish.
- To be responsible for planning the delivery of the agreed schemes of work and assessing the children in their year group.
- To ensure any visitors invited into school, to support or enhance our curriculum, deliver within our agreed school policy and programme.

Equal opportunities

The safety, welfare and well-being of all pupils and staff is a key priority at St Michael's CE (VC) First School. We actively promote values of respect and equality and work to ensure difference, diversity and inclusion is celebrated across the whole school community; promoting respect and equality across all protected characteristics, including sexual orientation, gender identity and family diversity, as we prepare pupils for life in diverse 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter middle school and beyond in the world of further study. Music education is a universal entitlement for all children and we expect all children to make the greatest possible progress.

- All pupils will have equal access to the Music curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all Music lessons.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.