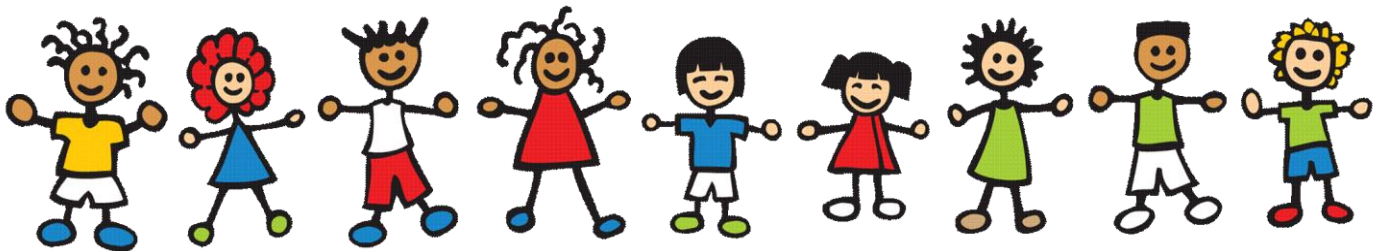



St Paul's CE Primary School

# Music Policy





All that we do at St Paul's CE Primary School is firmly rooted in the biblical teachings of St Paul.

'Keep alert. Be firm in your faith. Stay brave and strong. Let all that you do be done in love.'  
1 Corinthians 16 13:14

It provides us with our school motto – 'Shine in the love of God' – it is reflected in our core values of:

Love,  
Friendship – Hope – Respect – Trust – Forgiveness.

This is what we base this policy and our curriculum on.





## St Paul's CE Primary School

### Music Policy

#### Rationale

At St Paul's CE Primary School, our example curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years statutory framework in Reception.

The purpose of this policy is to ensure that the "Music" National Curriculum is taught in the most effective way throughout the school via a skills-based curriculum and topic themes. Children at St Paul's should have the opportunity to listen to music from different times or cultures, as well as perform, compose and appraise their own music. We believe that those who do are more likely to lead happy, fulfilled and enriched lives.

#### Introduction

The music curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children.

It includes the 'hidden curriculum', or what the children learn from the way that they are treated and expected to behave.

## Our Curriculum Values

At St Paul's we strive to make our children passionate for learning and to make their learning as much fun, as meaningful and relevant as possible. We offer our pupils an excellent education in a safe, calm and creative place.

Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our music curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our music curriculum so that we promote co-operation and understanding between all members of our community. We teach respect for other irrespective of their gender, age, sexual orientation, gender re-assignment or disability.

## Our Music Curriculum Intent

All that we do at St Paul's CE Primary School is firmly rooted in the biblical teachings of St Paul.

'Keep alert. Be firm in your faith. Stay brave and strong. Let all that you do be done in love.'  
1 Corinthians 16 13:14

'Shine in the love of God'

This is our school motto. It is reflected in our school values.

Love,  
Friendship – Hope – Respect – Trust – Forgiveness.

This is what we base this our curriculum on.



What follows is what we want our Music curriculum to achieve for all children by the time they leave our school, because we passionately believe that our children deserve the best.

Our Music curriculum is driven by the needs of our children, their families and the community in which they live. Our mantra is See it!, Say it!, Learn it! Use it! This ensures that all of our children receive the curriculum that makes them the best learner that they can be.

At St Paul's, we know that music plays an important role in children's development and we want to give every child a secure understanding of the building blocks of music. We aim to give them the opportunity to play real instruments and to develop their speech and language skills through singing or discussing music.

We encourage children to express themselves by responding appropriately to the rich variety of musical genres and activities presented to them. We hope that they will love music and, through repetition of basic skills, become accomplished musicians who retain the skills and knowledge they have gained.

### Implementation

Through our bespoke music curriculum we intend to offer the following to the pupils of St Paul's:

Our Curriculum Driver	How we implement this in music
<p>First Hand and Real Life Experiences (SEE IT)</p>	<ul style="list-style-type: none"> <li>● Pupils to perform to an audience (not just to their parents) each year i.e. a festival.</li> <li>● Contact Bury Grammar school – pupils to come into school to perform.</li> <li>● Investigate the possibilities of group tutoring sessions after school to widen pupils opportunities to learn an instrument.</li> <li>● Purchase of percussion instruments to support the new curriculum so that all pupils have an instrument during the lesson.</li> <li>● Opportunities for children to sing/play outside e.g. summer festival. Purchase of sound garden or project to make outdoor instruments to allow for sound play during playtimes and lunchtimes.</li> <li>● Opportunities to see music being played live on Youtube or to see a real musician or instrument.</li> </ul>

	<ul style="list-style-type: none"> <li>• Half-termly clubs to be provided for different year groups to try different skills in music e.g. choirs, drumming etc.</li> </ul>
Language Acquisition and Oracy (SAY IT)	<ul style="list-style-type: none"> <li>• Pupils to respond to pieces of music, forming opinions and articulating thoughts independently.</li> <li>• Implementation of correct music terminology both English and Italian terms where applicable.</li> <li>• Teachers will use the correct and advanced vocabulary during all music lessons.</li> <li>• Music vocabulary to be displayed in the music room for clubs to use and laminated musical terms to be taken to music lessons.</li> </ul>
Repetition (LEARN IT)	<ul style="list-style-type: none"> <li>• Starter and specific skill activities such as songs/chants to be repeated to consolidate skills, build confidence and for enjoyment.</li> <li>• Planning to ensure repetition and appropriate/even coverage of listening, composing, performing and appraising throughout school.</li> <li>• Teacher to look back at previous experiences or lack of and plan in opportunities to address gaps in learning.</li> </ul>
Retention - Applying Skill and Knowledge (USE IT)	<ul style="list-style-type: none"> <li>• Connections made with music topics and other areas of the curriculum to ensure that children understand the history, context and purpose of the music they are listening to.</li> <li>• Music will be taught by specialist throughout KS1 and KS2 to ensure consistency and to help children make connections with previous learning.</li> </ul>

## Impact

Children at St Paul's love listening to music, singing and playing instruments. Music lessons help children to work together and maintain healthy minds through simultaneous enjoyment and focus. Self-esteem grows as they become confident performers who are happy to improvise, appraise their work or express themselves creatively as part of a group.

Furthermore, achievement in music proves that perseverance and hard work really do pay off in the end - for example when learning a new musical instrument or putting on a show.

Standards in music are high due to specialist quality first teaching: more children will be working at age-related expectation and will have experience of learning an instrument. Children are aware of famous musicians and are free to give emotive responses to music or give their opinions. Music lessons will open the world past and present to pupils and help them to celebrate the diversity within our school, thus enriching their cultural capital.

### Curriculum Overview – Why?

In music the rationale for the teaching sequence of units is as follows:

#### Planning

The school has developed long term and medium term plans which outline the learning objectives. The music curriculum has been organised around themes which allow children to revisit skills following a clear progression map. In music, the teachers will plan using the school's planning sheet to ensure that teaching is driven by the school intent.

#### Pedagogy

Our music teaching is based upon our curriculum drivers and a pedagogy that is tailored to St Paul's.

In every music lesson you would expect to see:

- A clear learning objective taken from the school's medium term plans  
Work completed will reflect this learning objective – what the children are learning, not doing. Eg. Explain, understand, explore, discover, research, investigate, know, use, apply, complete
- The teacher discussing with the children the music learning hats (SAY IT)
- A knowledge mat that is referred to/interacted with (Not Engl & Maths) (LEARN IT)
- A quiz to recall sticky knowledge and previous learning (USE IT)  
The music lesson begins with a recall of skills, knowledge and vocabulary studied in previous lessons during the unit of work, or connections are made to previous topics.
- Visual stimulation or aid to facilitate new learning (SEE IT)  
In music, this might be lyrics or musical notation.
- Talking partner/discussions/collaborative working/drama/role play/debate (SAY IT)
- New Learning – independent individualised learning driven by the children (USE IT)  
Children will experiment with every element of music. Links will be made to subjects such as history, geography, science and RE whenever possible.
- The lesson will end with a further question which will reflect that lesson's learning. (LEARN IT)

#### Differentiation

All lessons are taught at an age-related expectation. We differentiate for SEND, EAL and SEMH learners by providing appropriate adult support and high-quality scaffolding. In cases where children are significantly below ARE, work will be differentiated at source. This will be discussed and agreed by the SEND and the HT.

### Assessment

We need to discuss this as a staff.

### The Role of the Curriculum Leader

To lead this curriculum area and to complete the following:

- To monitor and evaluate the curriculum provision of the subject
- To carry out planning and book scrutiny
- To carry out learning walks
- To understand the achievement and attainment of the children within this subject
- To identify the priorities for school improvement and to carry these out through succinct action planning.
- To lead on training and staff development
- To attend relevant training and disseminate to whole school.
- To feedback impact and effectiveness to Head Teacher and IEB.