



SACRED HEART
CATHOLIC PRIMARY
SCHOOL & NURSERY

Music Policy

This is our school.

Together we worship; Together we learn; Together we belong.

With the love of God, our dreams and ambitions come true



September 2023

Policy Date: September 2023

Policy Status: Statutory Policy

Awaiting approval by Governing

Body October 2023

Review Cycle: 18months or as required

Next Review Date: January 2025



At Sacred Heart Catholic Primary School & Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Mission Statement

**‘Together we worship, Together we learn,
Together we belong – with the love of God...
our dreams and ambitions come true.’**

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the curriculum, assessment and teaching and learning policies.

SAFEGUARDING STATEMENT

“Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.



Music Intent

“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.”

(DfE National Curriculum in England: Music, 2013)

Music is a universal language that allows pupils to express themselves as composers, performers, improvisers and communicators. At Sacred Heart, we aim to inspire a love of music that not only develops a subject-specific skill set that exploring the interrelated dimensions offers, but also challenges children to consider their understanding of history, art, technology and culture. The curriculum endeavours to expose pupils to the works of great musicians and composers (historical and current), and to develop an appreciation of quality listening and appraising. We are passionate that music belongs to every pupil of every ability. Our musical opportunities – whether it be curriculum time, instrumental lessons, whole-school singing or extra-curricular activities – nurture pupils' talent and creativity, but most importantly, teaches our children to use their voices, take part and celebrate their unique gifts.

We aim to develop children's musical skills as an individual and as part of a team by teaching them to:

- Sing
- Compose, including music technology.
- Play a musical instrument.
- Listen to music in order to review and evaluate.
- Enjoy and appreciate a range of musical styles.

At Sacred Heart Catholic Primary School, we also aim to:

- Provide children with opportunities to hear live music on a regular basis.
- Use our city's rich cultural music heritage with visits to Liverpool Philharmonic Hall to hear a live orchestra.
- Provide whole class instrumental lessons.
- Promote knowledge, skills and understanding to many different musical traditions and cultures.

Implementation of Music

At Sacred Heart Catholic Primary School, we endeavour to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through listening to a variety of music, having an opportunity to play a wide range of instruments and singing. Throughout the school from EYFS to Year 6, we believe that singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune with other people. Through singing songs in lessons, hymn practice, assemblies and Church, children learn about the structure and organisation of music.

As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. Children also learn how to work with others to make music and how individuals combine together to make sounds. We also teach them simple musical notation and how to compose music.

We recognise that there are children of widely different musical abilities in all classes, 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 in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children

From EYFS to Year 6 we base our music scheme using the sequence of learning through 'Kapow'. Kapow offers a cross-curricular approach to the teaching and learning of musical skills throughout the school which is closely aligned to each topic which helps to create a holistic style of learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression for each year group is built into the scheme of work which means that the children are increasingly challenged as they move through the school. In Key Stage 1, learning is taught through the strands of singing, listening, composing and musicianship: which includes pulse/beat, rhythm and pitch. In Key Stage 2 learning is taught through the strands of singing, listening and composing which includes improvising and performing. This scheme is adapted and enhanced to our school context and our children's needs by delivering instrumental and singing skills and knowledge through expert practitioners of the Liverpool Philharmonic and Liverpool Metropolitan Cathedral.

Teachers always personalise this curriculum to meet the needs of our pupils. The class teacher follows short-term plans for weekly sessions, which list the specific learning objectives of each lesson. Other resources/materials are used to supplement lessons when and where appropriate, such as the Kapow scheme of work. The class teacher is responsible for keeping these individual plans.

In Key Stage 2 for one half term, all children will have a weekly instrumental violin lesson. These sessions are delivered by a peripatetic music teacher. In the lessons, children develop skills to read and understand musical notation. This year, we will also trial the Archdiocesan singing project, with every class over the year taking part.

This year we intend to take part in two concerts at the Royal Liverpool Philharmonic Hall. We believe that being so close to an internationally recognised Music Hall and orchestra allows the children to get involved in live music making and listen to inspiring live concerts. The society provide a scheme of work with a chosen theme which links to the concerts that the children

attend. Teachers are provided with training on how to deliver their music scheme which links to the Model Music Curriculum.

Impact

We believe our children will:

- Be passionate, determined and engaged musicians.
- Develop personal qualities that will be beneficial in their daily lives and the wider world as sound communicators, fair collaborators and confident performers.
- Understand their own musical society, history and culture, alongside an appreciation of others'.
- Take pride in their independent creativity, and allow for thoughtful reflection and improvements.
- Appreciate the contribution of others, and the benefits of successful, cooperative teamwork.
- Values music as a provider of unity, communication and opportunity.

Principles.

The national curriculum for music aims to ensure that all pupils:

- 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
- 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
- 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 in EYFS.

Using Kapow music, we teach music in reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music 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.

Music in Key Stage 1.

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.

Music in Key Stage 2.

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.

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.

The contribution of Music to other subjects.

English

Children develop their language skills through singing songs, with attention to diction, meaning, rhyme and rhythm. Music actively promotes the skills of reading, writing, speaking and listening. Music is used in writing, with music being played to stimulate ideas and discussions. They use books and computers to develop research skills when finding out about the history of music and musicians.

Maths

In EYFS, class teachers often make use of number rhymes and songs to enrich the children's knowledge and understanding of mathematical concepts. Throughout the school, children develop skills in observing patterns and structures. In KS2 children learn note values and learn about half, quarter and eighth notes.

History

Throughout the different topics, pupils will encounter and gain an appreciation of a range of different composers from different eras in history which incorporates lots of different cultures. They will also develop an understanding of the chronology of the History of Music and place key dates and composers on a time line.

Computing

We use technology to enhance learning by listening to a wide variety of music from a range of media types such as: CDs, downloadable tracks, as well as streaming from the internet. Children use specialist software to create their own compositions and learn about looping and remixing.

Science

Music contributes to children's understanding of the concepts of sound by developing their knowledge of the variety of sounds and sources of sound that they encounter. This enhances their understanding of pitch and dynamics and how these musical elements can be altered. They also learn that all sounds are produced by vibrations and that the vibrations travel from the source through a range of materials.

PE

Children are encouraged to express themselves creatively in movement when listening to different styles of music.

PSHE

Through music making, children learn to work together and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in team building and also building self-confidence. Creating music and listening to music can develop children spiritually, morally, socially and culturally. Children are encouraged to reflect on the effect that music can have on people's emotions. Music at Sacred Heart gives the children to encounter music from many cultures which develops positive attitudes to different cultures and societies.

Assessment.

Each class teacher assesses children's work by making informal judgements as they observe them during lessons. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the progression document for that particular year group. Video evidence is posted on X using the hashtag #SH7Music. Also, children will be assessed on the key vocabulary taught in each unit. During the academic year, the subject leader will continue to monitor standards in music throughout the school. This will take place through informal learning walks, pupil and staff questionnaires and monitoring evidence on X.

Inclusion.

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Provision is made for Special Needs children within the context of the classroom. Wherever possible, music is used to enhance the learning of pupils with SEN. Teachers provide differentiated learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Child Centred Plans (CCPs). It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the music curriculum and make the greatest progress possible. We promote British values set out by the Government's 2011 Prevent Strategy: democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

Staff are encouraged to challenge the children who can work at a greater depth by;

- expecting them to interrogate more demanding sources;
- expecting them to work with greater independence;
- raising expectations about how they might communicate their ideas.

Health and Safety.

Staff follow sound classroom practice to ensure safety in lessons. Risk assessments are carried out when pupils are to be taken off school premises to undertake visits. For further information please refer to the Health and Safety policy, the Risk Assessment file and Educational visits file, all of which are kept in the Head teacher's Office.

Monitoring and Evaluation.

It is the responsibility of the Subject Leader to monitor this policy in practice with the support of the Management Team. Learning and teaching will be monitored by;

- scrutiny of medium term and short term planning;
- scrutiny of pupils' work;
- pupil interviews;
- lesson observations;
- appropriateness and range of resources.

Following any curriculum monitoring a Review Statement is added to the action plan which contributes to the review of the current year's School Development Plan and informs the SDP of the forthcoming year.

The policy will be reviewed every 18 months or sooner if required, as part of the school's monitoring cycle of curricular areas. It will be reviewed in the light of outcomes from the above monitoring and evaluation, advice and guidance from the LA and DFE