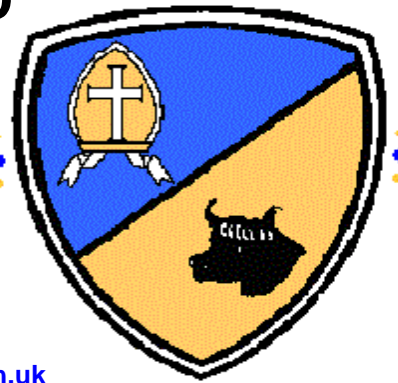


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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St Luke's is built on a core set of Christian values, where children feel happy and cared for.
Here they find, love, joy, hope and peace.

John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know
that you are my disciples.'

*'Following in God's way, Learning day by day, Working with one another, Caring for each
other'*

MUSIC POLICY

Date of Policy: 2021
Review Date: 2024

1 Aims & Objectives

- 1.1 At St Luke's C.E. Primary School, we aim to engage, motivate 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.

Music is a universal language that embodies one of the highest forms of creativity. 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.

Through music our pupils learn listening skills, the ability to concentrate, creativity, perseverance, the ability to work in a group, self-confidence and sensitivity towards others.

During music lessons children will have chance to listen to a wide variety of music, play untuned and tuned instruments, sing, compose their own music and learn to read and write musical notation. They will learn to recognise and comment on the interrelated dimensions of music including pitch, timbre, duration, dynamics, tempo, texture and structure.

Music also plays an important part in helping children to feel part of a community and so we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience.

2 Teaching and Learning Styles:

- 2.1 At St. Luke's CE School we use a variety of teaching and learning styles in our music lessons, as recommended by the National Curriculum.
- 2.2 Music lessons are focused on the children learning to behave as musicians and therefore music teaching at St Luke's C.E. Primary is practical and engaging where the dominant language of every music lesson is music; both listening to it and creating it.
- 2.3 Music lessons will include a combination of listening, singing, playing and composing elements. The children have the opportunity to experience a wide variety of styles of music

and will play a variety of tuned and untuned instruments to assist them in their learning. Children use ICT in music lessons where it enhances their learning. We encourage children to use and apply their learning in other areas of the curriculum.

- 2.4 There are children of differing ability in all classes at St. Luke's School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child, whilst taking account of their learning preference, whether it be Visual, Auditory or Kinaesthetic. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We assess children's achievements in lessons and then use flexible grouping in order to challenge or support as appropriate.

3 Music Curriculum Planning

- *The National Curriculum programmes of study set out what most pupils should be taught at each Key Stage.*
- We carry out the curriculum planning in Music in two phases (long-term and short-term). The long term planning is based on the requirements of the National Curriculum and progression throughout the whole school.
- The long term curriculum plans detail the musical genres, styles and topics covered in each term. This ensures an appropriate balance and distribution of work across each term. The Music subject Leader is responsible for keeping and reviewing these plans.
- We have planned themes in music so that they build on children's prior learning. We recognise that musical learning is not linear and is more like a spiral. Children will revisit the dimensions of music regularly to build their knowledge.
- Music is mostly taught as a discreet subject, however class teachers may decide to fit some of their music lessons with their research project where appropriate.
- Weekly planning for music is taken from schemes including: charanga, BBC ten pieces, BBC bring the noise, and Wider Opportunities plans developed by Wigan Music Service for year 4. Where appropriate class teachers have developed their own music plans that fit with their research project.
- EYFS have half a term working with the Wigan Music service project 'CHIME' which develops their musical understanding and introduces them to basic, pictorial notation.
- In Year 4 children have access to whole class instrumental tuition (Wider Opportunities) in order for them to play as an ensemble and learn musical notation.

4 The Early Years Foundation Stage

Children in the Early Years Foundation Stage follow a programme of musical experiences which will fulfil aspects of some of the Early Years Foundation Stage Profile strands, particularly within the Expressive Arts and Design strand of the Early Years Foundation Stage curriculum. They are given opportunities to explore musical instruments and pattern making, and to listen to and create their own music. Musical experiences also contribute to children's learning in other areas of the Early Years Foundation Stage curriculum, for example personal, social and emotional development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Children also take part in the CHIME project with Wigan Music

Service. Links are also made with the physical development of the children when music and movement are linked together.

5 The contribution of music to teaching in other curriculum areas:

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books, and develop research skills, when finding out about the history of music and musicians. Pupils in Key Stage Two also write their own lyrics for songs. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Pupils who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based. Writing notation requires a good knowledge of fractions.

Personal, social, health, emotional (PSHE)

Music contributes significantly to the teaching of personal, social, health, and emotional education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to 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 also has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development

Creating, performing or listening to music is sometimes a moving and even spiritual experience. Pupils at St Luke's are given the opportunity to perform by singing or playing instruments in worship and assemblies. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at our school have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music they develop more positive attitudes towards other cultures and societies.

Computing

Computing enhances the teaching of music, where appropriate, in all key stages. Pupils also use technology to enhance their research skills by using the internet. They listen to music on the Internet, and they record their own compositions. They experiment with editing voice recordings, which involves the use of a digital sound recorder. They also use Ipad apps such as 'Launchpad' and 'garage band' to enable them to create layered, digital music. Children also use technology to improve the presentation of their work.

P.E. and Dance

Dance lessons include the use of music for children to listen to and interpret through physical and expressive movements. Children sometimes create their own musical recordings within music lessons and later add movements to these during dance lessons.

6 Music and Inclusion

Music forms part of the school curriculum policy to provide a broad and balanced education to all children. At St. Luke's we provided equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour/views are positively encouraged. All children will have equal opportunity to reach their full potential, regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.

7 Resources

- 7.1 There is a range of resources to support the teaching of music across the school. There is a centrally stored music trolley with a range of tuned and untuned percussion on it. There are also shelves within the store cupboard which contain larger instruments such as xylophones. We also have some spare larger instruments e.g. a guitar, tenor horn and a flute.
- 7.2 Children have access to the Internet in the classrooms, resource areas, laptops, I.C.T. suite and Ipads. Pupils are able to access a variety of music resources through the use of the interactive whiteboard and software in each classroom.

8 Assessment for Learning

We believe that formative assessment is fundamental to the success of our learning and teaching strategies. We want our children to be active participants in their assessment and to value the next steps in their learning. Teachers assess children's work as part of every lesson help them to adjust their plans. They match these short-term assessments closely to the teaching objectives. Verbal feedback is given to help guide children's progress. Children are encouraged to make judgements about how they can improve their own work. The children are able to identify strengths and ways forward in order to become more independent learners.

9 Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in Music is the responsibility of Music subject leader. The work of the Music subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for Music in the school. The subject leader gives the headteacher a twice yearly summary report evaluating the strengths and weaknesses in the subject, and indicating areas for further improvement.



INVESTOR IN PEOPLE

