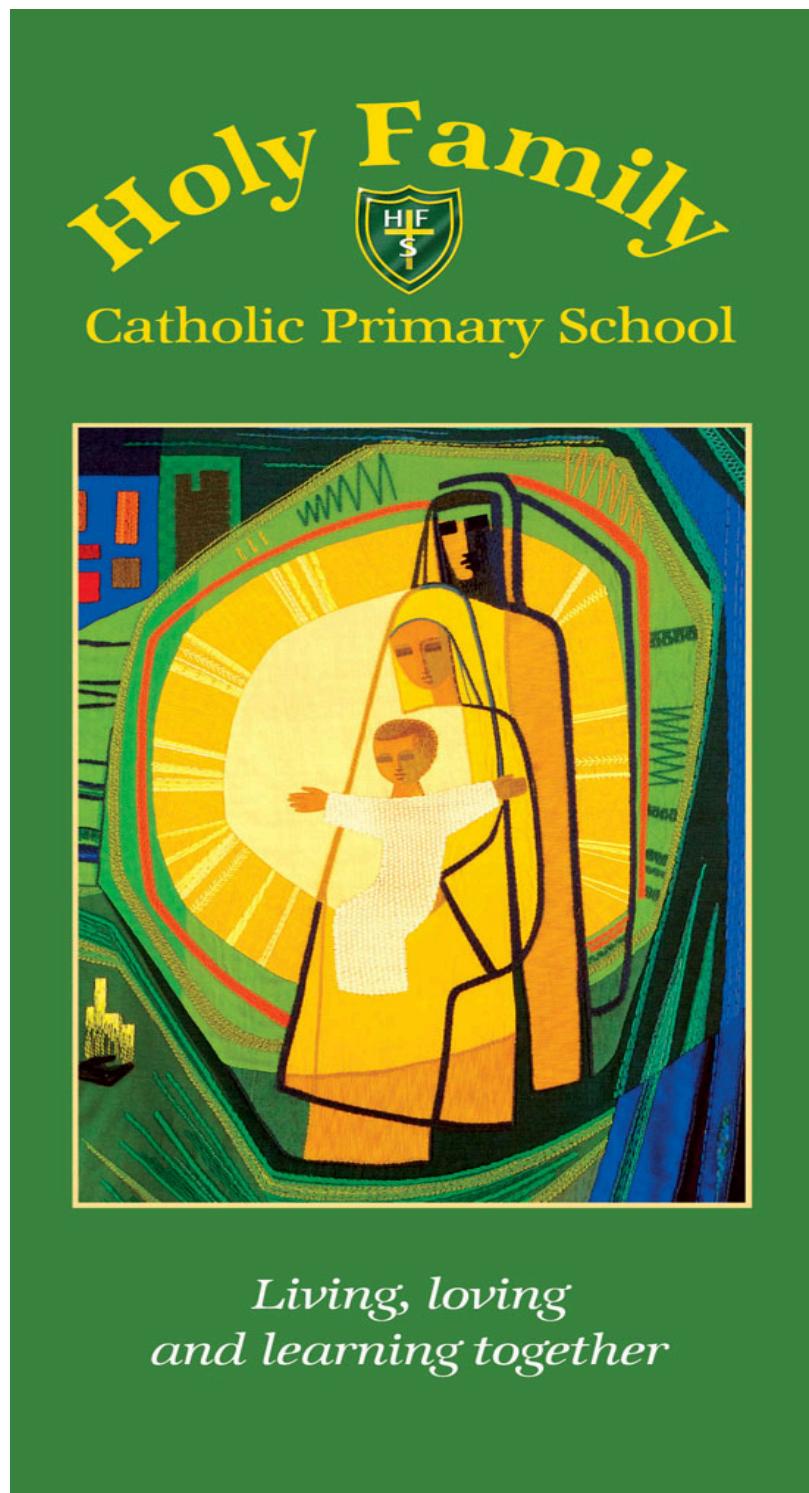


Holy Family Catholic Primary School



Music Policy

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Mission Statement

*In our Catholic School, with God at the centre of our lives,
we offer every child a high standard of education, meeting individual needs,
in a caring and loving community,
which celebrates our faith.*

.....*Living, Loving, Learning, Together with Jesus.....*

Curriculum Statement

Our aims (Intent):

At HfS our aim is that children gain a good understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide range of historical periods, styles, traditions and musical genres. By the time they leave Hfs at the end of Year 6, they will have a sound knowledge of some of the major and most well-known pieces of music and some of the most influential musicians and composers from past and present. In addition, our children leave HFS being able to read basic music and play a simple tune on a musical instrument.

.....*Aspire not to have more, but to be more.....*

Our learning (Implementation):

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Our achievements (Impact):

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. (Music is always included as an element of our Around The World Days) Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse. At HFSI children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Teaching and Learning

As part of the **Early Years 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). 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. Nursery and Reception classes also have access to the Charanga Music Scheme.

Key Stage One and Two Curriculum

Our school uses the Charanga scheme as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning. The learning within this scheme is based on: Listening and Appraising, Musical Activities (including Creating and Exploring) Singing and Performing. While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

We have class sets of instruments to support learning in the form of recorders, chime bars, keyboards and African drums.

In Keystage 2 provision is supplemented by Essex Music for Schools who work with the classes throughout the year on a weekly basis.

Assessment

Children's skills will be assessed and developed by the teacher during lessons, using observation and verbal feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work. At the end of each term or unit of work, teachers record the level of skills. By the end of each key stage,

children are expected to have acquired the skills, and to know and understand the key vocabulary set out in the Scheme of Work/ Skills Progression. Monitoring is in line with the whole school policy. Individual class teachers will keep samples of children's work in music for their own evidence this will usually be photos or video content.

Equal Opportunities

The whole school policy on equal opportunities will be adhered to in Music lessons. Teachers ensure that children have access to a range of Music opportunities, assembly, mass and performances plus learning a musical instrument. Children with special needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the Music curriculum.

Inclusion

All pupils will have equal access to whole class activities and to opportunities to practice what they have learnt in lessons, regardless of ability, ethnicity or faith and background. Communication will be valued at all levels of achievement. All children will be supported through differentiation, adaptation or adult support where appropriate, to enable equal access to learning in Music.

This policy will be reviewed annually by the Governing Body.

Policy Agreed: March 2025

Policy Review Date: Spring 2028