



**THE WILLOWS
CATHOLIC PRIMARY SCHOOL**

Music Policy

1st July 2021

Signed by:

S.A. Barnett

Headteacher

Date: 1st September 2021

C. Johnson

Chair of Governors

Date: 1st September 2021

Catholic schools are special, Christ's teachings and values, through the Gospel, permeates through absolutely everything we do. Whether this is the way in which we interact with each other, forgiving those who have upset or hurt us and how we treat anyone within our family or community.

*Our central aim at The Willows is our school motto:
God Loves Me, God Loves Everyone.*

With Christ at our heart, we are a loving, caring family where each individual is nurtured in mind and spirit to fully become the person God created.

In learning together, we support each other to reach our full potential in a safe and stimulating environment where all are valued and respected.

Our school motto: 'God loves me, God loves everyone' guides our journey.

Statement of Intent

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In school music brings the whole community together through shared endeavours of whole school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of the school community, enriching each student while strengthening the shared bonds of support and trust which makes a great school.

(Model music Curriculum March 2021)

We believe that a music curriculum which inspires creativity is the entitlement of all children. Our aims in teaching music include the following:

The children:

- know and understand that music can be expressed in many different forms and organised into musical structures;
- are given the opportunity to play and perform a variety of different musical instruments, both solo and ensemble;
- listen to a range of musical forms and be able to comment on the various elements;
- understand how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music;
- learn to sing and use their voices;
- connect with music and use it as a celebration of life;
- Recognise the diverse nature of music and how different cultures are reflected in it.

How music is taught/planned throughout The Willows

The lessons are delivered by a Music Specialist every Wednesday and Friday (50 mins every week). The school also uses the "Charanga Musical school" online lessons with the support of the Lancashire Music service. Every child in Year 4 learns a brass instrument (purchased by the PTFA for the school). During this year the children are supported and taught by JSE Music Services. This is two terms beyond the mandatory term. Digital music units are also taught in Years 2 and 6 (purple Mash and Garage Band). The development and application of musicianship –understanding pulse, beat, rhythm, pitch is continual and embedded.

Further to this we aim to teach the MMC (*The Model Music Curriculum 2021*) in ways that are imaginative, purposeful, well managed and enjoyable. Links between music and other subjects are a feature of practice throughout the school. The MMC explores how musical techniques and skills can be nurtured and developed in all pupils. Such skills are expressed instrumentally, vocally or through music technology. The skills as identified in the MMC are:

Singing

Many aspects of good singing and good singing teaching are processes that will develop slowly over time. The following principles will be kept in mind as pupils develop their vocal potential through the Key Stages:

- Warm ups will help pupils use their voices safely. There are many places to find good examples of vocal warm ups, and they will typically include vocalising, sirening and simple scales, as well as games to energise pupils.
- Breathing. Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.

- Posture. A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well-focused sound. Pupils, especially younger pupils, will often want to move to the music and this helps to facilitate that.
- Dynamics. When appropriate, class singing should include a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting.
- Phrasing gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.
- Context. Music can often be brought to life by considering the context in which it was written, or by discussing the meaning of any words.
- Vocal health. Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed.

Listening

Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Music is one of the central building blocks of any culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world. We encourage pupils to be open minded in their listening as well as knowledgeable about the breadth of musical genres in the world today. Teachers use pieces from a wide range of cultures and traditions that truly reflect the community and beyond in which we are teaching: Please see the school overview that accompanies this policy on the school website.

Composing

The creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. As pupils travel through the Key Stages, they will develop the craft of creating melodies and fashioning these into short pieces. Familiarity with music in a range of styles and genres is crucial for developing the aural understanding needed to compose music. Planning in each year group ensures that music listened to is directly connected to the performance task allowing the link between both activities to inform pupils' composition. The development of a reliable musical memory is a valuable skill for performers and composers. As an integral part of composition work, pupils will practise recalling, e.g., melodic shapes, harmonic sequences, rhythmic patterns.

Performing

Creating opportunities to celebrate, share and experience music of all kinds will consolidate the learning. The following principles of performance apply across both Key Stages:

- Develop stagecraft. Develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/recording space; engage with an audience; respect fellow performers and acknowledge applause.
- Consider the programme. The sequence of items should maximise impact and maintain audience engagement. Aim for a clear beginning, middle and end for any performance activity.
- Encourage peer feedback. Create an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary.
- Seek out opportunities for collaboration.
- Includes names of countries or regions, where the origin of a piece cannot be attributed to one single country

Assessment for learning (AFL)

AFL is at the heart of learning and teaching throughout The Willows. Teachers skilfully ask open questions and challenge children to quantify answers and to give examples. Children are encouraged to be open and share observations and understanding with their learning partners and with the class. The children's responses are used to inform future planning. Oral feedback and further questioning is a feature of all lessons. Each term the teacher makes a judgement in line with the national expectations.

Books

Music focused tasks can be found in the children's "Music" books.

Marking and Feedback

Marking in music is positive and responsive in nature. Teachers will ask children to self-evaluate work, peer mark and respond to any comments made by the teacher with their "purple pens of progress".

Special educational needs

Within music lessons teachers will ensure that all children receive equal opportunities. IEP targets may indicate the need to change or modify a task. When children show deep curiosity and take their own learning forward, challenges are set, but these are not exclusive and all children are challenged to think deeper. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.

Moderation

Moderation is a crucial part of teacher assessment. A child is judged on the work in their music books and any recordings taken. The Music teacher and the class teacher work closely together to evaluate the children's responses and what can be changed to improve outcomes.

Information Communication Technology (ICT) within the Music Curriculum

ICT is a valuable tool used by teachers to enhance learning. All classrooms have Active Panels with internet access enabling teachers to use visual/audio stimuli materials. Various programs (Charanga) and the internet are used by the children to develop skills and understanding. Further to this, digital music lessons are taught in Year 2 and 6 currently.

Communication of Information

Within the Music section of the school website the school's curriculum for Music is explained. Here parents can access the policy and key learning which will be covered during their child's journey through school. In addition, website blogs inform parents of the learning taking place. They also provide an audience as they include short films celebrating musical performances. The school's online learning platform (SeeSaw) is used to share recordings of children's learning with parents and families.

Reporting

A verbal report is given to parents at Parents' Evening in the autumn and spring terms and an annual written report is issued in Summer Term.

The Governing Body

The Headteacher's termly report to the Full Governing Body contains a report on the achievements of pupils in Music and governors are reported to on an annual basis by the Music Co-ordinator via the Standards and Effectiveness Committee (Summer Term).

Impact

There is a love of music throughout the school. Music performances are regular events in the school year especially when we come together as a whole community. Children sing and play instruments spontaneously and there is a willingness and excitement about performance. Children feel free to create and innovate when they compose and there is a willingness to evaluate one another's work. Children understand genres and musical traditions and are familiar with music that forms our shared cultural capital.

Monitoring and Review

The Willows Catholic Primary School will review this policy and the associated procedural framework every two years.

Last review date: 1st July 2021

Next review date: 1st July 2023