** Saints Peter and Paul Music Policy 2020**

**Rationale**

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

**Aims**

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.

At Saints Peter and Paul Primary School we use the ‘Charanga Music School’ scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. The ‘Charanga Musical School’ Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

The Scheme supports all the requirements of the new National Curriculum and is absolutely in line with published OFSTED guidance.

The learning within this scheme is based on: **Listening and Appraising; Musical Activities - creating and exploring;** and **Singing and Performing**.

**Objectives:**

The objectives of music education are to:

* Enable each child to grow musically at his/her own level and pace.
* Foster musical responsiveness.
* Support children’s instinctive drive for sensory experience.
* Give pupils a means of both verbal and non-verbal experience.
* Develop an awareness and appreciation of organised sound patterns.
* Develop instrumental and vocal skills.
* Develop aural imagery.
* Develop sensitive, analytical and response to music.
* Develop the capacity to express ideas, thought and feeling through music.
* Develop an awareness and understanding of musical traditions, styles and cultures from other places and times.
* Foster enjoyment of all aspects of music.

**Teaching and learning policy and framework**

The school uses a variety of teaching and learning styles in music lessons including modeling, demonstrating and exploration. Music lessons across the school are delivered by a teacher or a HLTA, from Foundation Stage through to Year Six. Children also have the opportunity to use/listen to a wide range of instruments, including through computing.

**Cross Curricular Links**

The teaching of Music enhances other curriculum areas. It will be the teachers’ responsibility to bridge other areas of the curriculum to Music, broadening the pupil’s experiences. The Long Term Plan shows how some other curricular areas can be linked with Music such as Art, Dance and History.

**Computing**

Information and communication technology (ICT) enhances the teaching of music, where appropriate, in all key stages. Children may use computer programs to compose music. They can also use ICT to enhance their research skills. Children can also use ICT to improve the presentation of their work to a wider audience.

**Differentiation**

The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to their abilities. Children with exceptional musical skills will be identified at an early stage. Opportunities should be given for them to perform in the classroom, during assemblies and in school concerts; within Key Stage Two, there are also opportunities to develop these talents with the local secondary school.

**Early Year Foundation Stage**

Music plays an important part in a child’s early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design.

**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.

**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.

**Equal Opportunities.**

The music policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. There is a commitment to value, explore and perform music of all cultures. Music plays an important part in the celebration of religious and cultural festivals.

**Performance opportunities**

Apart from opportunities to record their work and perform for other classes across the school, other opportunities include: class assemblies, Christmas performances, Masses, end of year assemblies, school choir events and through additional music tuition.

**Resources**

The school has a number of tuned and untuned percussion instruments including; xylophones, glockenspiels, chime bars, drums, tambourines, wood blocks, cymbals, triangles, beaters of various sizes, a piano, and an electric keyboard, as well as IPADs. A CD player can be used in lessons to play recorded musical examples; although due to the ‘Charanga’ music scheme staff use the interactive whiteboard to access live music. Teachers use a range of sources to broaden the children’s experiences.

**Responsibility**

The subject leader for Music is responsible for:

* Providing leadership and vision.
* Updating the music policy.
* Carrying out the requirements of the school development plan linked to music.
* Monitoring the delivery of the published scheme of work and advising the headteacher on action needed.
* Identifying appropriate INSET/training.
* Supporting colleagues in the planning and implantation of the Charanga scheme of work.
* The assessment of children against age related expectations.
* Maintaining a file of evidence; recording musical activities across the school.
* Providing and maintaining resources.