

ST. MICHAEL'S CHURCH SCHOOL
MUSIC POLICY



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Church School

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Policy Review Schedule

Version	Author	Summary	Review Date	Next Review
1.0	T Hadden	New Policy	Jan 2020	Jan 2022
1.1	T Hadden	Updated	May 2022	May 2024
2.0	R Little	Policy Rewritten in line with current practices	May 2024	May 2026

Intent Statement

At Saint Michael's Church School we recognise music as a powerful and unique form of communication that can change and impact the way children feel, think and act. We believe that music helps the body and the mind work together, allowing the creative expression of thoughts and feelings. Music allows us to explore and express who we are as individuals. Through music we can reflect our own cultural heritage whilst exploring, valuing and respecting that of others. Music allows us to know where we have come from and where we aspire to be, both as individuals and as a society.

We believe that every child has the right to music in their lives. To sing and play joyfully, to compose with individual expression and freedom and to foster a love of music, both in the present and for the future.

Implementation

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability or additional needs, to flourish so as to become the very best version of themselves that they can possibly be. Within weekly subject specific lessons taught by specialist staff, we teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Throughout the year, all children will have the opportunity to develop their understanding, skills and techniques in music and share them with the wider school family. Through peripatetic and in house tuition, all children are given the opportunity to develop their skills and abilities in music, instrument playing and choral singing.

Impact

During their time at Saint Michael's Church School, all children have the opportunity to fully explore and develop their individual musical talents to the maximum of their abilities. This is not only achieved through planned, progressive teaching and learning opportunities but also through being part of a musical community.

2. Planning

Lessons are planned across every year group to complement and enhance the topic-based curriculum of the school and incorporate the Minimum Expected Standards as set out in the National Curriculum and the National Plan for Music. The music curriculum at St Michael's offers every child the opportunity to:

- Listen critically to a wide range of music
- Develop their understanding of elements of musical structures
- Respond using an informed musical vocabulary
- Perform music from their own and others' time place and culture
- Through stimulating creative activities, express their ideas in musical form and record these on paper or the use of ICT
- Use ICT to perform, appraise and compose music
- Appraise and evaluate their own performances and those of their peers
- Participate in a variety of musical experiences both in and beyond school

In addition, children in KS2 receive at least one half-term's Whole Class Instrumental Tuition (WCIT) each year. For children in Y3 this comprises of Djembe drumming and recorder. Year 4 further their learning of the recorder whilst children in Y5 and 6 learn to play the trumpet. Children are encouraged to use their instrumental knowledge and skills within their music lessons where appropriate.

3. The Early Years Foundation Stage

The teaching of Music in the EYFS is closely linked to the topic work covered during the year. Songs and rhymes, often with actions or movements, compliment topic learning and reinforce many aspects of the Early Learning Goals. Singing and playing together contributes to a child's personal and social development and enhances communication and literacy. Songs from different cultures increase a child's knowledge and understanding of the world.

4. Contribution of Music Education to teaching in other curriculum areas.

Music enriches and supports learning in other curriculum areas enhancing: literacy and communication skills, the use of ICT, personal social and health education, as well as spiritual, moral and cultural development. Weekly Choral Worship fosters a sense of school community and uses music and singing to support our school values.

5. Teaching Music to pupils with additional needs.

At St. Michael's we provide an inclusive environment where all pupils are valued, supported and challenged to reach their potential. Where necessary we adapt the curriculum to ensure that all pupils can enjoy their learning and achieve success. Many pupils who do not appear to achieve in more formal areas of the curriculum often enjoy the more practical and relaxed atmosphere of the music lesson and the less pressured learning environment. The achievement of such children is particularly noted and recognised.

The Music Teacher and Class teachers liaise with the SENCO about pupils with special educational needs. All children at St Michael's are encouraged to express themselves through music and wherever practical, provision will be made for pupils whose needs affect

their ability to take part in music lessons. This could include adapting instruments where appropriate or using TA support.

6. Resources

We have a designated music room where classes take part in their weekly music lessons with a specialist teacher. This room is also used for weekly KS2 choir practises, RockSteady music lessons and individual instrumental tuition from peripatetic teachers. St Michael's is well stocked with tuned and un-tuned percussion instruments which children are encouraged to use and explore during their music lessons. In addition, the school has 60 recorders for use in whole class instrument teaching (WCIT) for Y3 and Y4 and access to further resources from other organisations as required.

The school subscribes to both the Music Express and Charanga schemes of work which provide access to a great range of lessons and songs. These are used within the weekly planned lesson schemes where they complement the topic being covered.

8. Health and safety

Appropriate risk assessments are completed for all visits off-site and on-site, if applicable. Visitors working with the children are always DBS checked and cleared.

The minimum expected standard for pupil achievement by the end of Reception is:

- *To sing songs, make music and dance and experiment with ways of changing them.*
- *To represent their own ideas, thoughts and feelings through music.*

The minimum expected standard for pupil achievement by the end of Year 2 is:

- *To play tuned and un-tuned percussion instruments and use their voices with awareness of others.*

The minimum expected standard for pupil achievement by the end of Year 6 is:

- To take the lead in instrumental or singing performance and provide suggestions to others
- Suggestions for improvement to musical performances include more practice, strategies to cope with performance pressure, better presentations including eye contact with the audience, improving the planning and logistics of a performance and confidently introducing pieces and songs.

9. Monitoring and review

- Governors to review the policy;
- SLT to review the development, monitoring and assessment;
- Music subject leader/s will support and monitor the subject and will receive an adequate budget to do this.
- Music subject leader/s will ensure there is an adequate amount of quality resources available for classes
- Music subject leader/s will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training.
- Music subject leader/s will ensure that staff receive adequate training in the teaching and assessment of Music through co-coaching, support and modelling.