



MUSIC POLICY

Our Mission

At St. Anne's we aim to be a caring Christian school, within the community where everyone is respected and valued. To be a school where all individuals are encouraged to build on their strengths and aspire to be the best they can be.

Our Vision

Our vision has the promise by Jesus of 'life in all its fullness at its heart. At St Anne's we believe:

- in our children and each other,
- we are uniquely created in the image of God,
- we were made to be awesome,
- that together we are family,
- we were created to live in community,
- in equipping the St Anne's family to be the best we can be,
- in our individual talents and abilities, and
- we can make a difference.

Our Values

At St Anne's CE Primary School, the following core values underpin all that we do. They are reflected in the daily life of the school and our relationships with other:

Respect, Thankfulness, Hope, Forgiveness, Love and Faithfulness.

'...let your light shine before others, that they may see your good deeds and glorify your father in heaven.' Matthew 5:16

'I thank you because I am awesomely made...' Psalm 139:14

'...I come that they may have life and have it to the full.' John 10:10

▪ **Identify the quality of intent of the music curriculum:**

Music is a universal language that embodies one of the highest forms of creativity. At St Anne's we aim to develop pupils' abilities within an integrated programme of Music through the Charanga scheme of work. At St. Anne's we provide a high-quality music education which engages and inspires pupils to develop a love of music and their talent as musicians, and so increases their self-confidence, creativity and sense of achievement. Pupils will be given opportunities to interrelate the requirements of National Curriculum 2014 for Music within a broad and balanced approach to the teaching of Music, with opportunities to consolidate and reinforce taught music skills.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of Music are laid out in the National Curriculum Music Document (2014) and in the Expressive Arts section of the Curriculum Guidance for the Early Years Foundation Stage. (EYFS)

In the Foundation Stage (Nursery and Reception)

- enabling children to explore and play with a wide range of media and materials.
- providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in music and movement.

At Key Stage One (Years 1 and 2), children will:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned 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 interrelated dimensions of music

At Key Stage Two (Years 3-6), children will learn 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 interrelated 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

All children from all backgrounds are given the opportunity to acquire the knowledge and skills needed to succeed in Music. We expect all children to aspire to be the best they can be in Music which will increase their self-confidence, creativity and sense of achievement.

The Governing Body

Regular reports are made to the governors on the progress of Music provision and to our Music Governor. This policy will be reviewed every year or in the light of changes to legal requirements.

▪ Identify the quality of implementation:

The Music Curriculum is delivered using the new updated National Curriculum framework. The Early Learning Goals in EYFS setting are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

The Lancashire guidance linked to the National Curriculum 2014 for key skills in Music will be used at St Anne's to ensure progression and correct pitch and expectation for each year and ability group.

Planning will be as follows:

- Each class teacher will produce a long term yearly plan which will state the music units being taught and cross curricular links where appropriate.
 - The music skills are taught from the Lancashire scheme of work called Charanga. This is an online scheme with lesson plans, resources, musical links and notation included.
 - Teaching and application of these skills will be done through, direct teaching and practical activities.
 - Planning is the teacher's responsibility for their class and to be done in line with the weekly themed teaching plans and put onto the teachers drive server.
- **Identify the quality of impact of Music:**
- The Music curriculum leads to good results which are evidenced in the school's data picture (attainment and progress).
 - Data and teacher assessment is used to identify disadvantaged pupils and pupils with SEND to monitor whether they are acquiring the knowledge and cultural capital they need to succeed in life. If there is a case where this is not sufficient, intervention is put into place for those children to ensure they are aspiring to be the best they can.
 - Whole school tracking is used to monitor all children's learning in Music.
 - Pupils' attainment across the school is monitored by the subject leader.
 - Book and planning scrutinies, pupil questioning and lesson observations are to be carried out by the subject leader throughout the year.
 - We expect all children to be equipped for the next stage of their education.

Outside Agencies

Front Row Music teaches guitar and ukulele lessons for children who wish to have these and receive a group's tuition paid for by parents and keyboard/piano lessons available.

Recorder ensemble

In class 2, the children are taught to play several tunes on the recorder. Each child is loaned a school recorder and they are shown how to take care of it. The recorders are kept in school.

Whole school music concerts

Termly music concerts are held in church where children demonstrate their musical knowledge and skills. This will enable the children to perform what they have learnt in class (during private lessons) and celebrate their skills.

Singing Practice

To support the Christian ethos of our school Key Stage singing takes place weekly, led by various members of staff. Worship songs that are sung are linked to the Christian calendar e.g. harvest or that promotes Christian values.

School Choir

St Anne's has a key stage 2 school choir which meets most weeks and prepares for various events throughout the year. We attend the yearly event of Young Voices in Manchester as an educational visit, perform at Christmas concerts in and out of school and in church.

Making connections outside the local community

Children from various key stages will be making connections with the local community by performing at different places around Rossendale, such as: Local care homes, toddler groups, local shops and businesses.

Equal Opportunities (gender, ethnicity, ability, social)

All teachers and support staff are responsible for children accessing the music curriculum. There should be no distinction made between any groupings within a class. As a staff we should model being inclusive of all and promoting positive relationships between all groupings in a class.

SEN

Appropriate support is provided to enable pupils with specific needs to access the curriculum.

Able Gifted and Talented

Families are asked about musical talent and are added to the AGT register and given opportunities to show their talents in school e.g. in assemblies and concerts.

Resources

Resources for music are stored in the cupboard outside the class 4 classroom for use in lessons. A resources audit will be carried out regularly, each term, and teachers are to notify the subject leader of any needs.

Role of the subject leader / Next Steps in music

In line with school's subject leader policy, the subject leader will:

- Monitor standards in music through planning and work scrutinies, observations, interviews with staff and pupils and at termly musical concerts.
- Keep up to date with current practice e.g. new assessment guidelines or skills to be taught, and to disseminate this to teachers
- Liaise with the music service about available opportunities
- Review resources regularly
- Provide support / CPD to colleagues
- Ensure music is part of the themed teaching across school
- Maintain the music display board in a main part of the school where talent, tuition and teaching is celebrated.

Assessment

Each class teacher is to assess a child using the skills progression documents from the national curriculum. The teacher will know if a child is in line with the average, above or below average for their age group.

The Charanga scheme of work has assessment guidelines which can be used alongside the skills progression document to inform a class teacher of the current judgement for a particular child.

CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Responding to pupils' work / Feedback / Marking policy
- Display policy
- Special Educational Needs Policy
- ICT Policy
- SEN policy
- Equal Opportunities Policy
- Health and Safety Policy

Review:

The policy will be reviewed within a two yearly cycle of subject policy reviews or before if appropriate. Policy development guidelines will be followed. Outside agencies may be called upon to give specialist advice.

This policy was reviewed in October 2022