



MUSIC POLICY

Signed: Tammie McNamara (Headteacher) Date: Nov 2021

Signed: Tammie McNamara (Chair of Governors) Date: Nov 2021

November 2021

Date of next review: October 2022

Our Mission Statement

Loved

We love one another as Jesus taught us - our friends, our families and those who we may never meet.

Valued

We value everyone - everyone is important; pupils, staff, parents, governors and members of the community— no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged

We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people.

Introduction

At Holy Cross Catholic Primary School we value Music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment bringing together intellect and feeling and enables personal expression, reflection and emotional development.

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.

National Curriculum Music (2014)

Aims

These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the pupils.

- Evoke a creative response to music through experimentation e.g. singing, composition, movement.
- Provide activities that develop musical concepts and skills sequentially.
- Develop awareness of different cultures and traditions through their music.
- Broaden understanding of a wide variety of styles.
- Encourage the enjoyment of music and provide the opportunities to express ideas and feeling through music.
- Offer children the opportunity to experience personal satisfaction through making music together and to develop the skills necessary to achieve the highest possible standards in this activity.

'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

National Curriculum Music (2014)

Curriculum

Aims and objectives for music are taken from Curriculum 2014. Music is divided into 2 key areas:

MU1 Performing and Composing

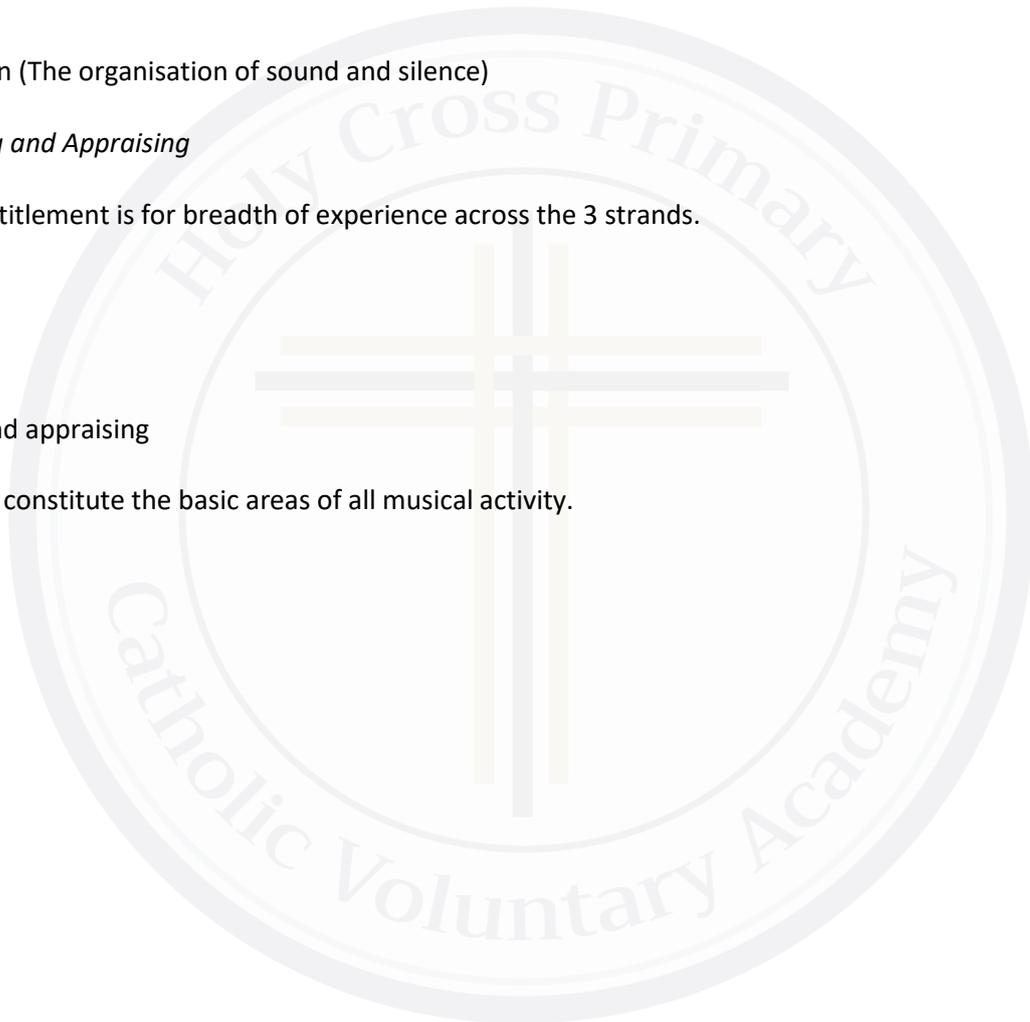
1. Performing
2. Composition (The organisation of sound and silence)

MU2 Listening and Appraising

The pupils' entitlement is for breadth of experience across the 3 strands.

1. Performing
2. Composing
3. Listening and appraising

These strands constitute the basic areas of all musical activity.



In school we use Charanga as a basis for the music curriculum. Pupils use a range of ICT to enhance and develop music including recording equipment, compose and an electronic keyboard. Cross curricular links are made wherever possible. Our pupils all take part in singing throughout the school day and join together to sing in assemblies and Collective Worship. Weekly, the children sing together as a school and sing in parts and with harmonies.

At all key stages music teaching will:

Develop each of the interrelated skills of performing, composing and appraising in all activities. Extend these skills by applying listening skills and knowledge and understanding of music.

Progression of skill and knowledge documents have been produced which ensures the following is covered and is progressive across the school.

Through the curriculum, by making and responding to music, pupils should be helped to understand:

- How sounds are made, changed and organised, for example, through the use of musical elements and structures.
- How music is produced, for example, through the use of instruments and musical processes including relevant symbols and notation.
- How music is influenced by time and place, for example, how it can be affected by the venue, occasion and purpose.

Foundation Stage and 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 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 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.

All pupils across the school take part in key stage singing practise once a week and will sing in classes as this is now a major part of the curriculum. From Key Stage 2 pupils' are offered an opportunity to begin to learn a musical instrument; either guitar, drums, violin, flute or keyboards.

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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.*

National Curriculum Music (2014)

Music Across the Curriculum

Music is an important part of the education we provide for Children at Holy Cross. We encourage children to enjoy signing through singing sessions as a whole school and through learning mathematical, French, science themed songs in the classrooms.

Christmas, Easter and summer productions give the children the chance to sing in front of an audience, whether singing solos, singing in small groups or as part of the choir.

ICT and music are linked through the use of recording, stereo and photographic equipment. An 'ipad' can also be used to create music videos and recordings.

Music enhances the Christian ethos that permeates our school and has strong links with religious education. During the Eucharistic celebrations and Acts of Worship that take place at school or in church. Music encourages the children to reflect on, pray for and celebrate the whole world around them.

Assessment and Record keeping

The key purposes of assessment in music are;

- To aid progression in learning by identifying children's strengths and weakness.
- To enable realistic and challenging goals to be set for futures learning.
- To form the basis for written reports to parents and carers.
- To provide information about the effectiveness of the scheme of work.

All class teachers will use their assessment of the children in their class to plan appropriate work in music. Class teachers will make an assessment of each child's progress in music and keep appropriate records of achievement each term using the schools assessment system- EazMag.

SEN and Differentiation

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. Therefore music helps to focus on what makes children similar and equal – not different. Where pupils have special educational needs which are not identified as being learning difficulties but require other special provision (e.g. technological aids) then we will as a school endeavour to make provision. Our SEN policy will also be applicable to music.

Equal Opportunities

Children should not be discriminated against in terms of gender and race. All children should have the opportunity to participate fully in classroom music lessons and activities. As part of the National Curriculum 2014 children will experience music from various countries and cultures.

Health and Safety

Health and safety must be considered when delivering music lessons. Responsible use of the instruments must be adhered to along with the responsible use of technology.

Responsible use of Instruments

- ✓ Instruments should not be left on the floor before, after or during a lesson.
- ✓ Instruments must not block fire exits.
- ✓ Children are not allowed to move the piano
- ✓ All instruments should be stored safely back in the specified areas.
- ✓ When using the digital keyboards the teacher must ensure that the power leads do not cause a trip or strangulation hazard.
- ✓ Any breakages of instruments must be reported to the coordinator and the instruments given to them.
- ✓ Behaviour and class management must be implemented at a high level during lessons to ensure that the lesson can be stopped in case of emergency.
- ✓ The teacher must take into consideration the volume both on a CD player and live music.
- ✓ If children are using ear phones to listen to digital music then the volume of these must be checked.
- ✓ Wind instrument must not be shared between children. Instruments should never be taken outside and placed safely in the child's bag for home times.
- ✓ When playing instrument the child should, unless in an open space, be seated or standing still.
- ✓ Only children who know and have been shown how to erect a music stand will be allowed to do so to prevent trapped fingers.

Resources

Foundation have access to their own music box which contains a selection of un-tuned percussion instruments. This box is kept in the classroom and should be checked regularly for breakages and losses. Larger and more varied musical instruments are kept in a central storage area.

These instruments include various glockenspiels, xylophones, chime bars, large drums and recorders.

Children should be taught from an early age how to use and care for all these instruments and also to check each instrument before returning it to its storage area.

The music co-ordinator needs to be kept informed of any problems so that instruments can be replaced or repaired.

Four children who are learning musical instruments in the school will be responsible for the storage of equipment and reporting the damage of any instruments.

Role of Subject Coordinator.

The music co-ordinator will:

- provide advice and assistance to all staff when requested, in order to implement the music policy consistently throughout the school;
- organise resources to support the school music policy and scheme of work;
- co-ordinate purchasing, organisation and distribution of resources; · arrange in-service support;
- liaise with outside agencies, other schools and colleges;
- monitor Policy, Scheme of Work and assessment;
- to maintain up to date with government and local guidance regarding COVID 19 and the teaching of music and musical activities.

Extra-Curricular Activities and Parental Involvement

Extra-curricular music plays a large and vital role in the life of Holy Cross Catholic Primary School.

We currently offer piano and ukulele addition to the curriculum. We also have a member of the cathedral who teaches choral singing to the children in Year 3 and 4.

The Nottinghamshire County Council Arts Support Service provides a specialist instrumental teacher for a variety of instrumental lessons. These lessons take place in school time for small groups of children. There is a subsidised cost to these lessons.

Parents are encouraged to help their child practice their instruments, where possible, ensure that they are taken care of at home and that they are in school on the correct days.

Parents are also encouraged to attend musical performances where applicable.

COVID Secure Lessons

Music lessons have been Risk Assessed in accordance with Government and Local guidance. The music coordinator will remain up to date with guidance in inform staff accordingly.

Piano Lessons

Piano lessons will continue at Holy Cross under the following health and safety points:

- The schools close contact sheet will be used by the piano teacher to track who has attended lessons.
- The piano teacher will sit behind the pupil at a distance no less than 1m
- The piano teacher will wear a visor during all the lessons
- The piano teacher will clean the keys of the keyboard between each pupil
- There is be no mixing of bubbles during the lessons, if it is a group session the pupils must be from the same class.
- The music teacher will complete the schools track and trace details each week.

Music Lessons

- Music lessons will continue at Holy Cross using the adaptive scheme provided by Charanga
- Singing is permitted in a class bubble however, if possible this would be outside. If this is not possible, pupils will be encouraged to sing in their class rows and quietly to prevent aerosols. Window must be open and the room must be well ventilated.
- Musical instruments must be cleaned with the wipes provided in classrooms before being returned to the music cupboard.
- The recorders must not be used.

Addendum November 2020- COVID Safe Music teaching

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- The recorders must not be used during COVID regulations.