



# The Holy Spirit Catholic Primary School

## MUSIC POLICY



2022 - 2023

**School Rules:** Ready - Respectful - Safe

**Inspirational Learning:** Love - Believe - Achieve - Thrive

**Curriculum Drivers:** Resilient - Aspirational - Independent - Spiritual - Enthusiastic

Signed by:

Headteacher: Mrs Connolly

Subject Lead: Mrs Connolly

Chair of Governors: Mrs Kei

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## 1. Introduction

The objective of this policy is to give direction to staff with regard to providing a sufficiently broad and challenging Music curriculum, ensuring that teaching and learning in Music develops children morally, physically, and socially. All children will have the opportunity to undertake Music throughout their time The Holy Spirit. The teaching of Music is planned to ensure a progression of knowledge and skills across the foundation and primary phases.

## 2. Aims (Intent)

At The Holy Spirit we are committed to creating a universal language that embodies one of the highest forms of creativity; music. We are dedicated to ensuring that every child receives a high-quality music education which engages and inspires, supporting children to develop a love of music and fostering their musical talent. Through our Music curriculum we aim to build on pupils' self-confidence and give each child a sense of achievement by:

- Enable each child to grow musically at his/her own level and pace
- To foster enjoyment of all aspects of Music
- To provide children with opportunities to listen to a variety of music by a range of composers in differing styles and traditions
- To develop instrumental and vocal skills
- To develop a creative ability in composition and music making
- To teach a repertoire of songs
- To promote positive attitudes and enthusiasm for music activities in school
- To develop children's social skills and awareness when they make music together.

### These aims are achieved by providing:

- Active music sessions where children fully engage and take part to listen, investigate, create and perform.
- The development of the interrelated skills of performing, composing and appraising in all musical activities
- Challenging, motivating and relevant musical activities.
- Opportunities to record ideas and their own performances in a variety of ways
- Opportunities to perform.

Our curriculum gives children the opportunity to build on their musical vocabulary, perform, listen and evaluate as well as to examine in depth the inter-related dimensions within music. They are then given the opportunity to apply what they have learned through wider opportunities provided to them both in and outside of school.

We also aim to provide further opportunities for personal, spiritual, moral, social and cultural development through the teaching of Music. Our aims are to:

- Develop the children's knowledge within the classroom while also encouraging children to explore their love of music further through the links we have with Accent Music Hub. We also work in close partnership with the Diocese who provide singing lessons, Children in Key stage

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2 have the opportunity to play the guitar. This ensures that all children from any background are exposed to cultural experiences that they may not get elsewhere.

- Encourage children to express their own opinions and let their creativity flow, both within the classroom and our work with the Music Hub.
- To be able to appreciate and listen to all genres of music including those of classical composers.
- Teach children how to respect their peers and embrace the cultural diversity within the school.

We aim to encourage parental engagement with the Music curriculum by ensuring parents and carers have the opportunity to watch and support their children in a range of different musical performances throughout the year.

### **3.Organisation (Implementation)**

The Holy Spirit follow the National Curriculum and accompany it using the award winning music scheme Charanga. This has been carefully chosen in order to ensure that all children are given the opportunity to cover the music National Curriculum whilst at The Holy Spirit.

Charanga gives staff high quality planning to follow as well as a list of key vocabulary for each Key Stage and a set of interactive resources available on the whiteboard. Therefore ensuring that both musicians and non-musicians have the confidence, professional knowledge and tools to deliver exciting and progressive music lessons.

Charanga is a flexible scheme which allows staff to differentiate where appropriate for all needs and its specific SEND curriculum allows for more personalised teaching where necessary. At The Holy Spirit we have adapted the Charanga scheme to suit the needs of our children through a two year cycle they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a wide range of high quality pieces of music from different eras, cultures and genres

### **4.The Early Years Foundation Stage**

As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

### **5.Wider Opportunities**

Our infant children experience performing with other schools at the infant music festival each year and all children have the opportunity to perform at Children of Halton Sing

From year 4 the children take part in specialised guitar lessons, where all children have weekly music lessons to learn to play the instrument. Within these lessons children are also taught about the inter-related dimensions within music and how to use them effectively when playing and performing on their own and within a group. All children experience performing to an audience at their level. Children are then given the opportunity to display their talent in school performances.

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## **6.Resources**

All staff in school have their own individual login and password to access the online Charanga music scheme. Charanga provides staff with high quality planning which allows them to deliver clear, concise and challenging lessons. For each lesson Charanga provides staff with adaptable materials such as IWB resources, music, lyrics, key terminology. To help enhance lessons a range of musical instruments are available in school including; untuned and tuned percussion (such as glockenspiels and guitars) The Holy Spirit also provide guitars our pupils from Year 4.

## **7.Inclusion**

In order to help teachers adapt and differentiate lessons according to the needs of the pupils, Charanga offers differentiated resources for those who have SEND and gives those who are Gifted and Talented the opportunity to follow written music. Care is taken to ensure that any all children including SEND have the opportunity to frequently take part in singing assemblies – children never routinely miss these to take part in interventions. By offering children a curriculum which is tailored to their needs, and through work with outside agencies, we hope to see that all children, including those from disadvantaged backgrounds and with SEND have the chance to succeed and thrive. These experiences will help build on each child's cultural capital ensuring that skills which have been learnt have been remembered, therefore allowing for new knowledge bases to be created and built upon each year.

## **8.Assessment and Recording of Work**

Assessment is used to inform future planning and to provide information about our pupils throughout the key stages at The Holy Spirit our methods include:

- Teachers observations of pupils
- Teacher/pupil discussions
- Teacher questioning
- Use of pupils recordings of their music
- Self-evaluation
- Photographs
- Termly assessment against key objectives for a unit of work

Teachers begin units of work with a recap of prior learning and assess the first and final music lessons to show progression across the unit. At the end of the topic, teachers assess key knowledge and skills based on whether children have demonstrated through their work that they have met the National Curriculum objectives and progression guidance for their phase. This helps the Music Coordinator to monitor progress and attainment in music across the school.

## **9.Monitoring and Review**

Monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the Music Coordinator. The work of the subject leader also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Music Coordinator has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of Music teaching across the school. The Music

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Coordinator monitors the quality of teaching and learning, progress and attainment in Music through; staff voice, lesson observations, recordings of lessons and analysis of the data which is completed on the relevant assessment grid at the end of each topic.

The Music Coordinator will write an annual action plan in which she/he will evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

### **10. Continuing Professional Development**

Training will be arranged as and when deemed necessary by the Music Coordinator in response to subject monitoring. In addition to training from external providers CPD may include; signposting to online resources to support subject knowledge, modelling lessons, 1:1 staff coaching.

### **11 Review**

This policy will be reviewed annually in response to the review of our Curriculum