

**God wants me to be the best me I can be.**



# **St Joseph's Roman Catholic Primary School Music Policy**

## **Jesus is the centre of our lives**

### **Mission statement**

Through His teaching we aim to value ourselves and each other as unique and precious individuals created by God;

We encourage and develop love and respect for each other and for our world;

We strive to promote and deepen our Catholic faith through prayer, work and play;

We aim to foster a loving, caring environment in which each child can freely learn and develop to their full potential.

## **Gospel Values underpinning our curriculum**

Love, friendship, respect, truth, hope and forgiveness.

## **Rationale**

At St. Joseph's R.C. Primary School we truly believe that Music is an integral part of a child's education, providing an outlet for creativity and acting as a unique form of communication that can change the way pupils feel, think and act.

This document is a statement of the aims, principles and strategies for the teaching and appreciation of Music at St. Joseph's R.C. Primary School. The policy reflects the requirements of the new National Curriculum; the Areas of Learning and Early Learning Goals within the Foundation Stage. It also recognises the cross-curricular nature of music and how it can support the 'Creative Curriculum'.

## **Aims**

In teaching music, we aim to:

- encourage singing, in all forms, with all children, with freedom of expression and enjoyment;
- promote listening and appraisal skills;
- encourage exploration, investigation, invention, practice and selection;
- link music to other areas of the curriculum, fostering a more creative curriculum;
- encourage a link between music and physical movement using this to improve coordination and physical control;
- allow pupils the opportunities for them to reach their full potential;
- foster a love and understanding of music, including music from different time periods and cultures, through active involvement in listening, appraising, composing and performing.
- encourage pupils, wherever possible, in their chosen instrument by offering opportunities to perform and play with others.

## **Principles of the Teaching and Learning of Music**

The fundamental skills, knowledge and concepts of music are acquired through the activities of performing, composing, listening and appraising. Children need to be able to recognise the elements of pitch, duration, dynamics, tempo, timbre, texture and structure. However, this will be achieved through well-paced, well-structured, dynamic, and moreover, fun weekly sessions.

A long-term plan for the year will show that children are taught using adaptations from the Music Crew (formerly Hullabaloo) scheme of work.

Other music skills to be developed include developing and shaping of musical ideas, controlling instruments, reading simple signs and symbols and performing from them, controlling the sounds of a range of tuned and untuned instruments and exploring and using a range of sound sources including voices, bodies and sounds from the environment, sharing music-making, either live or recorded and performing to different audiences for a variety of purposes. Links, wherever possible, are also made to the ICT curriculum.

### **Teaching and Learning Style**

Through a flexible curriculum, the school uses a variety of teaching and learning styles in music lessons. The principal aim is to develop children's knowledge, skills and understanding in the subject. Teachers ensure that children apply their knowledge and understanding when developing ideas, during compositional activities and performing them. This is done through a mixture of whole-class teaching and individual or group activities. Within lessons, children are given the opportunity both to work on their own and to collaborate with others, listening to other children's work and treating these with respect. Children appraise and critique music, including from different times and cultures. They have the opportunity to use a wide range of instruments and other resources, including ICT.

### **Inclusion**

In all classes there are children of differing ability. This fact is recognised and suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Equalities; Gifted and Talented; Disability Equality Scheme.

### **Early Years Foundation Stage**

We encourage the development of skills, knowledge and understanding that help Nursery and Reception children make sense of their world. We relate this development to the objectives set out in the "Early Years Foundation Stage" (Practice Guidance), which underpins the curriculum planning for children aged from birth to five. This learning forms the foundations for later work in music. These early experiences include singing a repertoire of songs from memory, exploring how sounds change and exploring sound patterns – this will inevitably link strongly to phonics work. Music is also more 'impromptu' in Early Years, where children sing and make-up songs without adult prompting. Songs are often sung for everyday routines such as tidying up. We provide a range of experiences that encourage exploration, observation, listening and discussion. These activities take place both indoors and outdoors, and are designed to arouse the children's interest and curiosity. Throughout the Foundation Stage, activities and opportunities are planned where children can learn through talk, play and their own life experiences.

## **Assessment for Learning**

Teachers assess children's work in music by making assessments as they observe them working during lessons, allowing for different learning styles. They record the progress that children make by assessing the children's work against the learning objectives for the lessons. Children are encouraged to make judgements on ways in which their work can be improved. Summative topic assessments are completed cataloguing which children have achieved the objectives, which children have fallen short of these objectives and those who have surpassed them. Each child's overall attainment and effort are reported to parents in the annual report. During the Foundation Stage children will be assessed as part of Expressive Arts and Design against the 'Development Matters' statements and Early Learning Goals.

Work is collated and displayed in a working document (floor book) which is annotated by teaching staff and pupils. Children's work is annotated and QR codes are used to link to any practical/aural work.

## **Resources**

Our school has a range of resources to support the teaching of music across the school.

- a selection of untuned percussion instruments
- full class set of recorders
- IWB in each class
- some electronic keyboards
- a selection of CDs reflecting both Classical and Contemporary music
- piano (hall)
- amplifier and music equipment in the hall
- projector and screen

## **Health and Safety**

In this subject the general teaching requirement for health and safety applies. Also: see separate Health and Safety policy / Risk Assessments.

## **Monitoring and Review**

The Subject Leader monitors the quality of teaching/learning in music across the school. The subject leader keeps a portfolio of evidence and reviews music when there is a priority highlighted on the School Development Plan. This policy will be reviewed each year.

**Reviewed by: Music Co-ordinator R. Birtwistle September 2025**

**Review Date: September 2026**