

# St Joseph's Catholic Primary School

**Mater Christi Multi Academy Trust**  
Loving, Living, Learning Together



At St. Joseph's Catholic Primary School, we believe that every child is a unique creation of God.

We promote respect and care for one another following in the footsteps of the family Jesus wants us to be.

Caring for one another is at the centre of our school life. We promise to provide educational opportunities and experiences to enrich the learning and well-being of the children by following the teaching of Jesus Christ.

Our school values its partnership with the Parish community, together enabling our children to become rounded, confident individuals, with an understanding of Gospel values as preparation for the world of work and life.

## **MUSIC**

### **Policy**

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## 1. INTENT

### General Information

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave St. Joseph's Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

## 2. IMPLEMENTATION

### General Information

At St. Joseph's Primary School, we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

### 3. TEACHING AND LEARNING

We teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. As 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). Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. Nursery and Reception classes also have access to the Charanga Music Scheme.

**Key Stage One and Two Curriculum** Our school uses the Charanga scheme as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning. The learning within this scheme is based on:

- Listening and Appraising
- Musical Activities (including Creating and Exploring)
- Singing and performing.

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

### 4. INCLUSION

All children will be given equal learning opportunities irrespective of race, gender and learning ability. Music forms part of the School Curriculum Policy to provide a broad and balanced education for all our children. We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

## 5. Assessment, monitoring and review

Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. We assess children's work in music by making informal judgements as we observe them during each lesson. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year. Monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the music subject leader. 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 subject leader gives the head teacher an annual action plan in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.