

Introduction

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The objectives of teaching music in our school are to enable children to:

- develop aesthetic sensitivity and creative ability in all pupils.
- foster pupils' sensitivity to, and their understanding and enjoyment of, music through an active involvement in listening, composing and performing.
- provide for the expression and development of individual skills and for sharing experience and cooperating with others; singing, playing, composing and listening can give individual and collective satisfaction.
- develop an awareness of musical traditions and developments in a variety of cultures and societies.
- the capacity to express ideas, thoughts and feelings through music
- provide the opportunity to experience a feeling of fulfilment which derives from striving for the highest possible artistic and technical standard.

Teaching and learning style

At **St Peter's**, we make music an enjoyable learning experience. This is done through services brought in from Rock It Music, classroom-based activities, concerts and annual productions and singing assemblies. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. All children learn instrumental techniques and will have opportunities to play keyboards and tuned/untuned percussion. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

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. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children where needed.

Additional music teaching

We currently employ the services of Rock It Music Projects Ltd. to teach instrumental lessons. This is free of charge for all children. The lessons are normally taught in class groups of children. Additional music provision is provided to smaller groups of children seeking to further their individual musical skills. Class teachers will also deliver extra music opportunities within the classroom and co-ordinated by the Music Lead.

Music curriculum planning

St Peter's Catholic Primary School uses the London College of Music (LCM) for the basis of its performance curriculum planning via Rock It Music Projects Ltd. The LCM scheme builds upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. Following the LCM scheme will allow all children the opportunity to take a music qualification throughout each key stage that is equivalent to a GCSE Music grade.

Our music provision is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music-making.

The contribution of music to teaching in other curriculum areas

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at **St Peter's** have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

British Values

Music at **St Peter's** promotes British values through the breadth of its curriculum and exploiting the opportunities that arise to engage pupils in a dialogue about values.

The curriculum promotes tolerance and understanding of other cultures by incorporating music from many parts of the world (North America, South America, Africa and India as well as from other cultures closer to home in Europe and the United Kingdom).

- Freedom of expression is a regular feature when children are listening to the work of others as we distinguish between opinion and fact when discussing different music and encourage pupils to support their differing opinions with factual references.
- The discussions surrounding music from different cultures allow teachers to challenge the use of stereotypical cultural references and discuss how it can lead to discriminatory and prejudicial behaviour with the students.

Music and ICT

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children will use ICT to enhance their research skills through the internet and will have the opportunities to use ICT to record, edit and produce music and performances.

Music and inclusion

At **St Peter's**, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music provision we provide learning opportunities that enable all pupils to make good progress. 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.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

Intervention through Early Response, School Support and School Extended Support, will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to music.

Assessment for learning

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. They also use recording equipment to capture live music performances for the children to use as self-assessment. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. We assess music in accordance with the school's assessment policy.

The class teacher/Music co-ordinator will keep samples of children's work in a portfolio, which is then used to demonstrate the expected level of achievement in music for each age group in the school.

Resources

Class instruments available to undertake whole class tuition which are stored in school and/or brought in by Rock It Music Projects.

Music lessons are normally undertaken within the classroom; however, the library room is available for music tuition. The hall is also available for large class work or rehearsals when needed.

The school choir/orchestra and musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Every year, each child is given the opportunity to participate in our Christmas and Summer productions. We also provide other special opportunities for children to perform, such as celebration and singing assemblies.

We have regular informal performances in music assemblies to celebrate the achievements of the children. When we have a sufficient number of children learning a musical instrument, we organise a school orchestra where children can learn to enjoy playing music in an ensemble. We also have an end of year recital for those who have learned an instrument to show case their abilities. All members of the school community are invited to this event.

Singing

Singing and choirs

It is expected that children will sing age appropriate songs within their music lessons. This can be as part of a music session or a dedicated time to just singing. Children can sing in unison, harmony or solo. Simple part singing is also expected at some point during the year.

Children should Understand the importance of phrasing when singing and the need for balance between melody and accompaniment.

Children should be given opportunities to sing outside of lessons as often as possible. Staff will be encouraged to sing with children during assemblies class assemblies (when and where appropriate).

Performance

At **St Peter's Catholic Primary School**, we embrace each and every opportunity to perform and showcase the musical/vocal skills of our students.

From intimate, end of term concerts to parents, to larger mass events working alongside and in partnership with other schools, our children look forward to the challenge and subsequent reward of public performance.

These performances build individual confidence and forge a team spirit that is unique to music. For example, **St Peter's** students, who may not play sport, get the opportunity to participate in a group event, one that builds a team spirit, social connections within their peer group and leads to only positive outcomes.

Assessment, recording and reporting

Assessment should be used informatively to plan appropriate future activities and in doing so ensure continuity and progress of all pupils which will enable us to ensure every child meets their potential.

Recordings should be used to inform assessment and provide evidence at the end of a unit. This can easily be undertaken using a portable laptop and microphone and then saved to the server.

Informal assessment and recordings can then be used to help reporting at the end of the year when the annual written report is completed.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the music co-ordinator/subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Music, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually.