



# St Paul's Church of England Primary School

## Music Policy

**Adopted by: Curriculum and Achievement Committee**

**On: 10<sup>th</sup> June 2019**

**Review: Summer 2022**

### INTRODUCTION

At St Paul's school we recognise the importance that music plays in the all-round development of children. As an academic discipline, learning music involves developing the children's powers of judgement, memory and aural acuity. It develops children's imaginative and intellectual powers and their ability to communicate and cooperate with others. Music enhances our general well-being, helps develop our physical co-ordination and improves verbal memory. Music is a powerful vehicle for exploring and broadening children's understanding of different cultures and time periods and their impact across the world. It also helps children develop emotional intelligence, as feelings, emotions and music are inherently linked. Learning new musical skills also nourishes children's self-esteem and develops their self-discipline. Thus, musical teaching is a powerful vehicle to help children develop into open-minded, confident and expressive critical thinkers.

### AIMS

The aims of music education at St Paul's school are to:

- Enable each child to grow musically at his/her own level and pace
- Foster musical responsiveness
- Support children's instinctive drive for sensory experience
- Develop awareness and appreciation of organised sound patterns
- Develop instrumental and vocal skills
- Develop aural imagery (linking sounds to different ideas)
- Develop sensitive, analytical and critical response to music
- Develop capacity to express ideas, thoughts and feeling through music
- Develop awareness and understanding of musical traditions, styles and cultures from other times and places
- Develop self-discipline and stamina that allows children to reach their full potential in musical learning
- Foster enjoyment and appreciation of all aspects of music
- Make sure music is not a subject restricted to the classroom, but takes place in a number of contexts - home, recreation, school and the community;
- Provide pupils with the opportunity to work individually, in pairs and group situations;
- Encourage children to discuss compositions, performances and to evaluate their own and other people's work in a constructive way
- Instil an understanding of appropriate, careful handling of musical instruments

### APPROACHES

At St Paul's school, music is taught as a discrete subject. In Music lessons it is emphasised that we are a "community of learners"—all in this together and supporting one another. All children are taught and encouraged to enjoy all aspects of music and to play an active part as a listener, a participant or a performer.

Children are encouraged to develop their co-operation skills and confidence to use them by creating music together in large groups and small ensembles. Children will also have the opportunity to create and share independently. Children are taught to value each other's contributions and make positive criticism.

Children are taught specific musical skills and then encouraged to "have a go", to develop their confidence and independence. They are encouraged to experiment, to support each other and to help develop and share each other's skills.

Children are encouraged to bring any prior knowledge they may have to their music-making and to use their musical knowledge to enhance other areas of the curriculum.

Children are taught to value musical instruments for what they are and not view them as toys.

### **APPROACHES: CHARANGA**

Teachers lead children through the online resource *Charanga*, an immersive, complete scheme of music that derives from the national curriculum. The scheme of work is planned to ensure that a balance of skills, knowledge and understanding are taught progressively each year. The key to mastering technical musical skills is repetition. Each Charanga unit focuses on one piece of music and there are lessons that go through a set structure, revisiting the same basic dimensions of music in a gradually complex way:

#### *Listen/Appraise*

- Children listen to and respond to different pieces of music, sometimes comparing two pieces of music.

#### *Games*

- Children warm up by doing activities that revisit key skills, aiding the children to fully understand these dimensions of music that are interrelated in pieces (pulse, rhythm, pitch) These games also help children understand the importance of warming up the vocal chords before singing.

#### *Singing*

- Children practise singing the unit song, developing their knowledge of pulse, pitch, diction and rhythm, and singing together as an ensemble—“one voice”.

#### *Playing Instruments*

- Children are guided practising their skills at playing the glockenspiel (or recorder). There are different levels of difficulty.

#### *Improvisation*

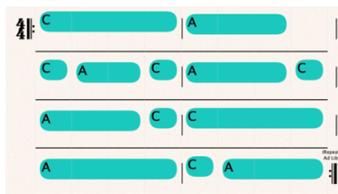
- As the unit progresses, there are opportunities for children (individually or in groups) to improvise at times while playing instruments along to a piece of music—improvisation is playing a rhythm “on the spot” with a selection of notes.

#### *Composition*

- Composition is creating unique rhythms and melodies. The only difference between improvisation and composition is that a composition is written down. Charanga follows a sound before symbol/notation approach—having the children experience the composition as a combination of long and short sounds at different pitches before technical musical notation is introduced.

Example:

Sound



Notation



*Perform/Share*

- At the end of the lesson, children are given the opportunity to bring together and show all they have learned and practiced during the lesson. Performing develops the children’s ability to consider the audience they are playing to. It is a special opportunity to celebrate the learning that has taken place.

Note: not all lessons will necessarily include all of these sections. For example, some lessons may go Listen/Appraise→ Games→ Playing Instruments→ Improvisation **or** Listen/Appraise→ Games→ Playing Instruments→ Composition. As long as each step is visited throughout the unit and none are neglected, teachers may use their judgement and teach according to their class’ needs. Saying this, all lessons should

start with Listen/Appraise and warm-up games to set the tone for the lesson and ensure children are in the right frame of mind and don't strain their voices while singing.

### **PLANNING AND DELIVERY**

Class teachers will be responsible for the teaching of music, using Charanga, for their own year groups. In some cases, specialist teachers will come in and teach different year groups a unit of music.

Children in Foundation stage, Key Stage 1 and Key Stage 2 will be taught music as a discrete lesson every week.

All music lessons, where possible, are to be taught in the Music Room (aka Willow Room), as this is where the instruments are stored and there are enriching displays to celebrate and support learning.

A specialist recorder teacher from Hounslow Music Service visits the school to deliver recorder lessons each week to year 4 as part of the "Wider Opportunities for All" programme. As a result all children in the school, over their time in our school, will have instrumental tuition.

Note: Some class teachers may find that their classes have exhausted the unit song and that continuing with it won't be productive. In that case, teachers may create their own Charanga lessons, based on the formula Listen/Appraise, Games, Singing, Playing Instruments, Improvisation, Composition, Perform/Share. Remember, not all steps need to be covered every lesson, but all lessons should start with Listen/Appraise and warm up games. Teachers are encouraged to gain inspiration from anywhere they see fit, including other aspects of the curriculum.

***\*Before creating your own lessons, please make sure you have done at least 2 songs involving singing and playing instruments to the unit song.***

### **EXTRA CURRICULAR ACTIVITIES**

Extra-curricular activities are available to pupils, if there is a high enough demand.

These activities at present include:

- School Choir, which rehearses each week after school and is available to all pupils in the junior school.

The school takes up opportunities to attend concerts wherever possible and to welcome visiting musicians into the school. In previous years these opportunities have included trips to 'Primary Proms' at the Festival Hall, Kneller Hall Children's Summer Concert, Making Tracks Live with the BBC Singers and pupils have taken part in various workshops led by visiting musicians. Children in the junior school are given an opportunity to take part in Hounslow's Annual Summer Singing Festival at Hammersmith Town Hall. The school choir also makes visits to local sheltered housing units, care homes, local businesses and Open House café at St Paul's Church.

The school does not currently provide peripatetic instrument lessons.

### **EXTRA CURRICULAR ACTIVITIES: MUSIC WORLD**

Starting in the 2019-2020 school year, each class will have a login to "Music World"—an online resource that children can access from home to further their musical learning in an instrument of their choice. This may be especially popular for children learning an instrument outside of school. Each child will be given access but participation in Music World will be completely **the students' choice and not a requirement**. If teachers wish to, they may post tasks on Music World for children to voluntarily complete at home. This will be at the teacher's discretion and is **also not a requirement**.

### **MONITORING & EVALUATION, RECORDING & REPORTING**

The monitoring of the standards of the children's work and of the quality of teaching in music is the responsibility of the Music subject leader and the Headteacher. The Music subject leader is also responsible

for supporting colleagues in the teaching of Music for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The planning, teaching and learning in Music is monitored on a regular basis, with classroom observations and pupil conferencing. Progress is recorded in notes on planning, **summative assessments at the end of each half term** (to be handed in to the Music Co-ordinator half-termly) and end of year reports.

### **ASSESSMENT & DIFFERENTIATION**

Assessment is carried out through evaluation of key statements for each year group. Each lesson, accomplishments and areas of development are identified and children who exceed or underperform according to the key statements will be highlighted on the weekly planning forms. We assess by referring to key statements particular to each year group, which can be found on the data system under Data→Music→Music Assessment (Charanga).

### **RESOURCES**

A variety of resources are available at present and include:

- Charanga website (see Music Co-ordinator for a login or to reset a password)
- Functioning music room with all equipment necessary to utilize Charanga website in a classroom setting.
- A set of 30 glockenspiels
- A range of tuned and untuned percussion instruments
- Posters showing musical terms and notation
- Visiting musicians
- A selection of sheet music