

OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL



Music Policy **(2024/25)**

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CURRICULUM AIMS/INTENTION:

Through Music at Our Lady of Lourdes we aim to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others,
- have the opportunity to learn a musical instrument
- use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated
- understand the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

In the Early Years Foundation Stage children will explore a variety of music, building a repertoire of songs and be able to use some of these to move rhythmically. Children will play musical games, explore different instruments and form an understanding of how song can be used for praise to God.

In Key Stage One children will use their voices more expressively and creatively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments musically both following a given musical rhythm and creating their own. Children will listen with concentration and understanding to a range of high-quality live and recorded music, using musical vocabulary to discuss this. Children will experiment with, create, select and combine sounds using the inter-related dimensions of music.

In Key Stage Two children will play instruments and sing with more confidence and a greater sense of rhythm. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They will improvise and compose music for a range of purposes using the inter-related dimensions of music and listen with attention to detail and recall sounds with increasing aural memory. Children will use and understand staff and other musical notations. In addition to this they will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, therefore developing an understanding of the history of music.

Children of all ages will perform a class musical production each year and technology should be used to enhance learning where appropriate. Classes will have an allocated piece of music for each term. This should be listened frequently to and discussed as a class.

ROLES & RESPONSIBILITIES:

The Governing Body	<p><i>The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.</i></p> <p><i>The governing board will also ensure that:</i></p> <ul style="list-style-type: none">○ A robust framework is in place for setting curriculum priorities and aspirational targets○ Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements○ Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
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<p>The Headteacher</p>	<p><i>The headteacher is responsible for ensuring that this policy is adhered to, and that:</i></p> <ul style="list-style-type: none"> ○ All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met ○ The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board ○ Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum ○ They manage requests to withdraw children from curriculum subjects, where appropriate ○ The school's procedures for assessment meet all legal requirements ○ The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum ○ The governing board is advised on whole-school targets in order to make informed decisions ○ Proper provision is in place for pupils with different abilities and needs, including children with SEN
<p>Subject Leader</p>	<p>The curriculum leader is responsible for:</p> <ul style="list-style-type: none"> ○ Ensuring all resources needed can be accessed. ○ Give any advice regarding the music curriculum and how it should be implemented. ○ Ensuring all teaching staff are aware of their responsibilities and monitoring this. ○ Ensuring each class is teaching Music as is required. ○ Support staff in catering for the needs of all the children in their class, ensuring all children access the curriculum at an appropriate level. ○ Ensuring proper provision is in place for pupils with different abilities and needs, including children with SEN ○ Reporting to the governing board and ensuring it is advised on any changes to the history curriculum and making them aware of what is happening in school.
<p>Class Teacher</p>	<p>Other staff will ensure that the school curriculum is implemented in accordance with this policy.</p> <ul style="list-style-type: none"> ● Ensure they are aware of the previous knowledge of the children and build on this within lessons.

	<ul style="list-style-type: none"> • Ensure children are given wider opportunities for music within the wider curriculum • Ensure all our intentions are being taught. • Ask for support when needed.
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ORGANISATION:

Our music curriculum ensures progression from EYFS to Year 6. Children are given ample opportunity to engage with music and should be given opportunities to explore music in other subjects. In EYFS the children are given the basic knowledge of moving to music and throughout the school children will begin to enhance their knowledge of 7 musical elements: tempo, texture, pitch, dynamic, timbre, duration and structure. This begins with children recognising elements within pieces of music by listening to them, then copying an example and finally creating their own compositions. Throughout each Key Stage children should gain a wider musical vocabulary and be able to use this in their discussions. Children should be given a chance to perform both individually and in groups/classes at all ages.

CURRICULUM PLANNING/IMPLEMENTATION

This year we are following a curriculum that is built upon and revisited with a focus on the following in each half term:

Autumn		Spring		Summer	
Singing	Playing an instrument	Notation	Improvisation	Composition	BBC 10 pieces

ASSESSMENT:

At the beginning of a theme teachers should activate children's prior knowledge drawing upon any information they can recall about music they have studied. They should use this to plan any future music lessons.

Ongoing assessment should be completed each lesson to ensure progression within a topic.

At the end of each year teachers should make a judgement of each child's attainment.

RESOURCES:

- Charanga
- Range of musical instruments (see cupboard)
- Ipads
- Audio Network

INCLUSION:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

MONITORING:

Senior Leaders and Curriculum leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Book scrutiny
- Child discussions
- Teacher discussions

LINKS WITH OTHER POLICIES:

This policy links to the following policies and procedures:

- EYFS policy
- Effective Marking & Feedback policy
- SEN policy and information report
- Equality information and objectives
- Computing
- PE

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