

The Music Policy

At St Mary's, we believe that in everything, we should do it to the best of our abilities. For every child we want Health and Happiness, Excellence, Aspirations, Resilience and Togetherness: that is at the HEART of everything we do. This is mirrored by our Music Curriculum, which is planned progressively and in a cyclical manner revisiting key skills and knowledge so that pupils can reach their full potential.

Intent:

At St Mary's we follow the National Curriculum. The National Curriculum 2013 states, *'Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon'*.

Our Music Curriculum aims to develop students' musical skills, appreciation for different genres of music, and understanding of musical concepts. It provides diverse opportunities for students from Early Years to Year 6 to develop their musical abilities and appreciation. Through a range of genres, the children will develop their passion for music, skills in performing and understanding of the composition of music and songs, including pulse, rhythm, pitch, tempo, dynamics, texture and structure of songs. Our curriculum is progressive, with skills mapped from Little Acorns to Year 6. The St Mary's Curriculum utilises the scheme *Charanga*, which is an award-winning scheme, supported by West of England Music and Arts (WEMA).

Implementation:

Following the agreed scheme, class teachers are responsible for planning the curriculum for their class. They make decisions about what resources and materials they use, and how they differentiate activities and sessions appropriately. Teachers do this through continuing professional development, using professional knowledge and expertise, sharing best practice and providing support for each other, focused always on outcomes for individual pupils so that they can be the best they can be. The *Charanga* scheme supports through CPD, curriculum mapping, and knowledge and skills progression.

The subject lead is responsible for designing the progression in core knowledge and skills for each year group. They ensure that all teachers are familiar with curriculum expectations through training and monitoring. Pupils from EYFS to Year 6 engage in one music session per week, for a minimum of half an hour.

The format of formal music lessons follows a similar structure throughout all year groups, as appropriate. This includes *Listen and Appraise*, *Warm Up* and *Perform*.

In Key Stage 1, this format enables pupils to develop and master the following skills:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

In Key Stage 2, this format enables pupils to develop and master the following skills:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

The curriculum will be implemented through a combination of singing, instrumental activities, music theory, and listening exercises. It will incorporate a diverse range of musical styles and cultures to provide students with a broad understanding of music. Students will also have opportunities to perform and showcase their musical talents through school events and performances. The music curriculum offers wider opportunities for students to explore and engage with music through various activities and experiences, such as Young Voices.

Wider Engagement

Alongside formal Music sessions, all pupils engage in a number of supplementary music sessions that aid the development of their knowledge and skill, including:

- A weekly singing collective worship (a range of musical hymns and songs are learnt, rehearsed and performed across the year)
- Composer of the fortnight (Shared across weekly worships and there is an eclectic programme of music shared with pupils during collective worships, which includes information about the genre and composer)
- An offer of peripatetic music lessons through the WEMA.
- Whole class ukulele for all children in years 4, 5 and 6 each year.
- All Key Stage 2 children learn the glockenspiel, ensuring they can read and follow music when leaving primary school.
- Children get to take part in school performances such as, the Nativity, Harvest services, The Key Stage Two end of year production, and the leavers service that parents/carers can watch.
- An offer of specific pupils to take part in Dance Umbrella across KS1 and KS2 and perform at The Forum in Bath.
- An offer for KS2 pupils to go to Birmingham or London every other year to perform in the Young Voices choir.
- Seeking opportunities for performing outside of school such as Voices for Life through the Stardust Project and performing for the Queen at Bath Abbey.

Impact:

The Music Curriculum will engage students in active music-making, encourage creativity, and foster an appreciation for music as a means of expression and communication. Our music curriculum includes assessment methods to evaluate students' understanding of musical concepts, their proficiency in playing musical instruments, and their ability to work collaboratively in music ensembles. Assessments include performance evaluations and projects that demonstrate students' comprehension of musical theory and history. These will be evidenced via Charanga using videos or audio clips. The goal is to provide comprehensive assessment that accurately reflects students' musical development and achievements at St Mary's. Class teachers will be able to analyse how effectively pupils are achieving the expected level and adapt planning accordingly. There is also space for children to reflect and evaluate their progress through the term. Standards in music are monitored by the subject leader. Achievements celebrated and areas for development addressed.

