

Rationale (The value of the subject in the child's education):

At St Mary's we understand that music can inspire and motivate children, and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music.

Aims (What skills, knowledge and understand the subject provides):

We deliver a broad and balanced music curriculum, in line with national requirements, which enables pupils 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 use their voices.

Create and compose music on their own and alongside their peers.

Have the opportunities to learn a musical instrument, use technology properly and to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Organisation (How the teaching and learning will be delivered):

Teaching and Learning

Music is carried out using the Charanga scheme of work. Music lessons are delivered once a week for KS1 and KS2. Teaching of music is delivered by a specialist teacher in Years 5 & 6. In Lower KS2, KS1 and EYFS, teaching of music is delivered by the class teacher, with access to the specialist teacher 1 half term a year. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary. Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates. Lessons focus on a wide range of musical skills and understanding, including the following:

- Singing in tune and alongside others
- Structure and organisation of music
- Appreciating different forms of music
- Listening to music, progressing to extended pieces of music as pupils move through year groups
- Representing feelings and emotions through music
- Recognising pulse and pitch
- Using the voices of others to combine and make different sounds
- Musical notation and how to compose music

Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

Planning

Planning of the music curriculum is tailored towards three areas of progress:

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in pupils' music-making

The subject leader is responsible for keeping up to date with any updates to the Charanga scheme of work and communicating these to teachers. Teachers are responsible for updating short-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught. In the school, music is taught both as a discrete lesson and as part of cross-curricular themes

when appropriate. Teachers will use the key learning content in the DfE's statutory guidance 'Music programmes of study: key stages 1 and 2', published in 2013. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Extra Curricular Activities

These are available to any pupil who wishes to participate providing they are able to conform to the general behaviour accepted by the teacher. These activities at present include:

- Choir;
- Guitar lessons;
- Violin lessons;
- Piano lessons;
- Specialist teacher's visits to the school to deliver instrumental tuition.

Resources

Musical instruments are stored centrally, in a labeled cupboard, in the main corridor of the school. Each member of staff, including our specialist Music teacher, has their own login for access to Charanga, where they can find all the planning for each lesson and interactive resources.

The role of the Co-ordinator:

The Co-ordinator will be responsible for developing their curriculum area and working together with their curriculum team.

The role of the Co-ordinator is to:

- Ensure teachers are familiar with documents and schemes of work to help them to plan lessons. Provide support and advice to all staff
- Lead by example in the way that they teach lessons in their own classrooms.
- Track progress in the subject area, analyse assessment data
- Prepare, organise and lead INSET
- Monitor the subject through:
 - * Observing colleagues from time to time, with a view to identifying the support they need.
 - * Scrutiny of pupil's work and displays
 - * Planning.
 - * Pupil Interviews.
- Develop the action plan with the curriculum team
- Review resources and manage the budget for the subject area
- Update policy and documents with the curriculum team
- Attend all relevant inset and support staff in training needs
- Work cooperatively with the Inclusion manager coordinator in providing advice and support for staff.
- Keep an organised and up to date file.
- Meet with the governors and discuss the subject area

Assessment and record keeping:

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

EYFS

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

KS1 & KS2

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

Formative Assessment

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Children in KS1 and KS2 complete a self assessment sheet at the end of each topic, analysing their learning throughout the topic.

Summative Assessment

In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time. Summative assessments are also used at the end of a unit of work.

Teachers will make a judgement about the work of each pupil in relation to the national curriculum - the grade will then be recorded on a spreadsheet kept on the school server system.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards music, understanding of musical terminology, investigatory skills and the knowledge levels they have achieved.

The progress of pupils with SEND will be monitored by the SENCO.

Inclusion (SEN, EAL & G&T):

Where appropriate, tasks will be set which offer open-ended outcomes to allow for differentiation (e.g. composing sequences, singing responses, and improvising melodies).

On-going musical activities will be provided at other times, individually, in pairs or groups to promote development of knowledge, skills, and understanding, as well as team work.

Lower ability pupils may be supported by classroom assistants, or they may be given an adapted task to suit their ability.

The lessons will be adapted to meet EAL and SEN pupil's needs and alternative arrangements involving extra support will be provided where necessary.

More able pupils will be given the opportunity to extend their musical thinking through extension activities such as listening to and interpreting extended pieces of music, and research of a musical nature. For more information please see the Inclusion Policy.

Equal Opportunities:

We are committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

At St Mary's we believe that all human beings are equal in the eyes of God regardless of their race, gender, disability, religion, belief or age. Due to this we aim to ensure that all members of our school have equal opportunities to learn, develop and grow with dignity in a community of mutual respect. We are committed to valuing and celebrating the diversity within our community.

(Please see Diversity and Equality Policy)