

Music and Performing Arts Policy

Mission Statement

Jesus light our way on our faith journey.

Be our guide, our joy and our hope, as we learn, live, love and pray together

1. Introduction

Music and Performing Arts contribute to a broad and balanced arts provision for all pupils and are taught as part of the National Curriculum. This policy will form the basis upon which we map out the guidance for Music across the school. It will outline the purpose, nature and management of how music is taught and learned in our school and will inform new teachers of expectations.

The policy reflects the views of all the staff of the school. It has been drawn up following consultation with all staff and children, and has full agreement of the Governing Body.

All staff are fully aware of their role in its implementation.

2. Aims and Objectives

Music and Performance is a very special way of communicating that can enthuse and stimulate children in their learning. It is a way of expressing oneself and it can hugely influence 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. It is a creative and fun activity but can also be a highly challenging 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 genres and to begin to form opinions and critic the quality of music.

The aims of music teaching are to enable children to:

- Develop proficiency as musicians, actors and dancers;
- Know and understand how sounds are made and then organised into musical structures;
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written;
- Develop the interrelated skills of performing, composing and appreciating music;
- Acquire audience skills such as listening and viewing responsibly;
- Interpret and present their own or others' work to a range of audiences;
- Express feelings, ideas, experiences and beliefs in a variety of ways;
- Improve coordination, flexibility, agility, strength and fine motor skills.

3. Teaching and learning style

At St Joseph's Catholic Primary School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. 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 and to appreciate different forms of music. 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 how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music.

We recognise that there are children of widely different musical abilities in all classes, so we 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 by: Setting open-ended tasks which could have a variety of responses; Setting tasks of increasing difficulty (not all children complete all tasks); Grouping children by ability in the room and setting different tasks to each ability group; Providing resources depending on the ability of the child; Using classroom assistants to support the work of individuals or groups of children.

4. Music Curriculum Planning

We teach the knowledge, skills and understanding set out in the National Curriculum and Foundation Stage Statutory Framework.

5. Foundation Stage

We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

6. The contribution of music to teaching in other curriculum areas

The use of music throughout the curriculum can be hugely valuable in supporting and promoting learning, for example, linking a story in RE to musical composition. Teaching staff should consider how music and singing can be used in all subject areas to facilitate learning and enhance the learning experiences of our pupils when planning units of work.

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Music is linked to drama and the performing arts, via dance lessons in PE and class productions at different times of the school year. Drama opportunities are also given. This involves the visiting theatre groups, class productions, and role-play and drama within the class setting.

St Chad's Choral Outreach come and teach in KS2, culminating in a concert at St Chad's Cathedral. Visiting musicians, such as Dan Callow and One Life Music visit and combine music with RE. The Royal Ballet come each year and work with Year 1. The children also have dance opportunities within their PE lessons, and during the International Week held each year. Choir club takes place for an hour a week after school. The choir then represents the school at various events, such as the annual SVP Mass at St Chad's Cathedral. There is also an opportunity for children to participate in the Young Voices concerts at the NIA Birmingham, and 'The Joy of The Lord' event at Symphony Hall.

7. Teaching music to children with special needs

We teach music to all children in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with barriers to their learning and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs).

8. Assessment and recording

Teachers use AfL strategies to assess children's musical skills and development by making informal judgments as they observe them during lessons. At the end of the year, the teacher makes a summary judgment about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

9. Resources

There are sufficient resources for all music in the school. We keep resources for music in a central store. The school iPads are installed with applications which enable them to be used as instruments and for composition. We also access music related programs on the laptops. It is the collective responsibility of all teaching staff to report to the subject coordinator any damaged resources or resource needs to facilitate high quality teaching and learning in music.

10. Monitoring and review

The music subject leader supports colleagues in the teaching of music, is informed about current developments in the subject and provides a strategic lead and direction for the subject in the school.

This policy will be reviewed regularly.

Signed:

Date: January 2016

Review: January 2019.