



Over St. John's C.E. Primary School

'Let your light shine before others.' Matthew 5:16

Music Policy

Aims and Objectives

A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians thereby increasing 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.

Our objectives in the teaching of music are for the children:

- to be able to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including works of diverse composers and musicians;
- to 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;
- to understand and explore how music is created, produced and communicated, including through the parameters of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Teaching and Learning Style

At Over St. John's, we make music an enjoyable learning experience. Our children learn how music can represent feelings and emotions and how it can contribute to a sense of well-being. We believe that singing lies at the heart of good music teaching. Through singing and performing together, children learn to work and play cooperatively. We focus on developing the children's ability to listen, and sing in tune and in time with other people, as best they can. Through singing songs, children learn about the structure and organisation of music and develop a rich vocabulary. We teach our children how to listen to, appreciate and comment constructively on different genres of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. We teach our children how to understand and use musical notation, both staff and graphic, and develop their skills of composition and improvisation.

We recognise that there is a wide range of musical ability in every class and so we seek to 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:

- setting tasks which are open-ended and can 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 of different complexity, depending on the ability of the child;

- using teaching assistants to support the work of individuals or groups of children, where available.

The children in Year 5 are given the opportunity to learn the violin as part of their music curriculum and the Wider Opportunities programme, free of charge. This takes place on a weekly basis with a professional tutor from Edsential. The children are loaned a violin from school for the duration of the lessons.

Additional Music Teaching

Children are offered the opportunity to continue to study the violin in Year 6 under the Continuation Programme. Parents who want their children to participate in the scheme must purchase an instrument or hire the instrument through Edsential and pay the additional music lesson fees on a half termly or termly basis. These lessons are normally taught to small groups of children. This is in addition to the normal music teaching of the school and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

All children take part in a weekly, whole school singing session where the children learn new songs and may get the opportunity to play a range of tuned and untuned percussion instruments in group situations with the whole school.

Children are also given the opportunity to learn the ukulele or guitar from a private tutor. This happens once a week.

Music Curriculum Planning

We use *Music Express online* as the basis for our curriculum planning. This programme of study, enables us to teach the knowledge, skills and understanding set out in the National Curriculum and Model Music Curriculum (March 2021).

While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music-making.

Teachers use the *Music Express* scheme as the basis for their planning and can annotate the plans as necessary to adapt them for their particular age group and abilities within their class. These plans give details of each unit of work for each term. As we have some mixed-age classes, we deliver the medium-term planning on a two-year cycle, Year A and Year B. In this way, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics. Sometimes, the children study music topics in conjunction with other subjects, particularly at Key Stage 1.

Early Years Foundation Stage

Music contributes significantly to a child's personal and social development. Music teaching and learning is, therefore, integral to our EYFS. We relate the musical aspects of our children's experiences to the objectives set out in the Statutory Framework for the Early Years Foundation Stage through the seven areas of learning, which underpin the curriculum planning for children

aged three to five. We use Music Express Online to deliver the requirements of the EYFS Statutory Framework.

The Contribution of Music to Teaching in other Curriculum Areas

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books, and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

A broad and balanced music education complements and contributes to children's mathematical understanding in a variety of ways. Through music, they can learn about structure, patterns, processes and number, whilst developing their skills in logic.

Personal, Social and Health Education (PSHE) and Citizenship

Music contributes significantly to the teaching of Personal, Social and Health Education and Citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, Moral, Social and Cultural Development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Over St. John's have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding, they develop more positive attitudes towards other cultures and societies.

Music and Computing

Computing enhances the teaching of music, where appropriate, in all key stages. Children use computer programmes to compose music. They also use computing to enhance their research skills, for example, through the internet. Children can use computing to improve the presentation of their work.

Music and Inclusion

At our school, we teach music to all children, whatever their ability and individual needs. Our curriculum allows them to reach their potential and gives them opportunities to develop a life-long love of music and music-making. We are proactive in identifying and meeting the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language and we take all reasonable steps to achieve this. This may include offering appropriately sized musical instruments such as smaller violins and percussion instruments with smaller/larger handles, and more/less complex instruments such as glockenspiels limited to a C major scale and ones with a 12 tone scale and wider compass. Roles and music parts can be adapted to suit the needs of a child to enable them to join in with the whole class, whilst still setting high expectations for achievement. Children can

make use of ear defenders whenever needed. Additional adults may be deployed to take an individual child or small group to a quieter learning space to avoid sensory overload whilst still engaging with a differentiated musical activity.

Equality and Diversity in Music

At Over St John's we ensure that our Music curriculum supports Equality and Diversity. Our Subject Map encompasses a variety of musical styles from all over the world and across the ages, for example, beats and patterns from the Renaissance in Italy and in West Africa in Year 2, listening to traditional Chinese New Year songs in Year 3, learning traditional Guinean's songs in Year 6. We also teach the children about a range of musicians and composers such as Rachel Portman, Ravel, Gustav Holst, Francesca Caccini, George Crumb, Johannes Brahms, Franz Liszt and Claudio Monteverdi. The children are exposed to many different musical genres such as jazz, rap, traditional songs and gospel.

Assessment for Learning

Teachers assess children's knowledge, understanding and skills as they observe them during lessons. They give frequent and timely oral feedback where helpful to the child. This often takes the form of praise followed by supportive questioning, modelling and invitations to develop an idea. For example, "Well done for clapping along with the music. Listen and watch me clapping to the beat. Now can you clap or move in time with me?" Pupils are also encouraged to reflect upon and make judgements about how they can improve their own work and the work of others. Teachers complete an assessment grid for their cohort entry through the academic year. These assessment grids list what the children know, understand and can do each year. At the end of each year, teachers translate their judgements on the assessment grids into levels (significantly below, below, just at, securely at, above, significantly above) and then input these levels onto Sonar Tracker. The data is analysed by the Music Coordinator to check the children's attainment and to ensure that the children are progressing over the time. Each class has sound recordings as evidence of progression, stored on Staff Share. Children review these recordings during subsequent lessons to embed previous learning and develop their skills of critical analysis.

Resources

There are sufficient resources for all music teaching units in the school including a wide range of tuned and untuned instruments. These include glockenspiels, chime bars, boomwhackers, tambours, castanets, guiros, shakers, triangles and a range of World instruments to list but a few. Children are taught how to care for instruments and the importance of storing them properly. We keep resources for music in a central store in the hall. The library contains a supply of topic books to support children's individual research.

Other Musical Activities

The children sing at school services and any other opportunities that become available in the wider community.

Where possible, we invite visiting musicians into the school or take the children to participate in live music events which enrich the children's learning and appreciation for live music. We try to ensure that these activities, although sometimes one-off events, are developed further within the classroom environment.

Termly, the children playing the violin, guitar and ukulele are given the opportunity to perform for the rest of the school.

Safeguarding

Music activities comply with the school's safeguarding policy. This includes safer recruitment and DBS for all music teachers/tutors. The size, location and visibility of teaching spaces are safe and appropriate. The school's visits policy applies to music activity; where children are to participate in activities outside the classroom, for example, in a musical festival at another school, we would carry out a risk assessment prior to the activity, to ensure that it is safe and appropriate for all pupils.

Monitoring and Review

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- reviews evidence of the children's work, teachers' planning and lesson observations across the school

This policy will be reviewed at least every two years.

Signed:	Helen Pile	Music Coordinator
Signed:	Emma Snowdon	Head Teacher

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