



Holy Trinity Catholic Primary School
Aspire not to have more but to be more

Music Policy

Holy Trinity is a Catholic Primary School where Core Values, underpin every aspect of school life. Our Mission Statement is:

*Inspired by Christ and His teaching,
Holy Trinity Catholic Primary School educates, nurtures and celebrates
the unique nature and worth of every member of its diverse family.*

The Mission Statement is summed up in our school motto: **'Aspire not to have more, but to be more'**

The aims for all of our school family are:

- *to promote excellence in all aspects of school life, developing each person's ability to recognize and strive for this;*
- *place Christ at the centre of our daily lives, so that our school family may be the leaven of the Gospel values promoted in our mission*
- *to recognize that all members of the community are life-long learners, prepared to accept challenges with confidence and determination*
- *to promote self-discipline and respect, never accepting bullying of any kind and to communicate this belief in a positive and proactive manner.*

These aims are revisited regularly to ensure their relevance and we work to ensure our statement on equality of opportunity and values are understood by all.

1 Rationale

- 1.1 Music has four areas of learning. These are listening, appraising, performing and composing. These elements will be developed through activities that bring together the requirements from all areas whenever possible.
- 1.2 Pupils will be taught the knowledge, skills and understanding through:
 - Developing understanding of the inter-relationship between performing, composing and appraising;
 - Controlling sounds through singing, playing and performing;
 - Creating and developing musical ideas - compositional skills;
 - Responding and reviewing - appraising skills;
 - Listening and applying knowledge and understanding.
- 1.3 The Breadth of Study required within music includes:
 - Developing knowledge, skills and understanding through a range of activities integrating Performing, Composing and Appraising;
 - Responding to a wide range of musical and non-musical starting points;
 - Working in their own, in groups of different sizes and as a whole class;
 - Using ICT to capture, change and combine sounds;
 - Listening to a range of live and recorded music from different times and cultures (including those represented by the school population);
 - Understanding and using the main elements (i.e. tempo, dynamics, timbre, texture, pitch and duration).
- 1.4 These elements will be developed through activities that bring together the requirements from these areas whenever possible.

2 Aims

- 2.1 The aims of the National Curriculum for Music ensure that all pupils:
- 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, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- 2.2 At Holy Trinity, our vision is for children to develop confidence, communication, thinking and creative skills and improve their emotional well-being through playing, singing, creating and performing.
- 2.3 Music is a unique and powerful form of communication that can change the way our children feel, think and act. It combines creativity with emotion, enabling personal expression, reflection and development.
- 2.4 The skills involved in playing and listening to music will help learners develop self-esteem, self-discipline, cooperation, creativity, and self-motivation for success. We endeavour to ensure that our children find music enjoyable and experience a sense of achievement and pride.
- 2.5 The different cultures within our school community will be celebrated as the children learn and appreciate songs from different genres and backgrounds.
- 2.6 Every child will have the opportunity to learn to play a musical instrument (other than their voice) before leaving Holy Trinity and it is our vision that every child adopts an understanding and love of music which they can carry with them for the rest of their lives.
- 2.7 Additional practice for school and parish Masses emphasises the elements of performance.

3 Entitlement

- 3.1 The teaching of Music in our school is available for all pupils in ways appropriate to their abilities irrespective of race, heritage, gender and disability in order for each pupil to achieve his or her own full potential.
- 3.2 SEND provision will be made, where necessary, to enable individual pupils to progress and demonstrate achievement. This provision will be presented in contexts suitable to the pupil's age and the responsibility for this provision lies with individual class teachers.
- 3.3 The teaching of Music to the whole class will be at the Age Related Expectations (ARE) of the year group taught. The use of questioning in whole class, group and in individual sessions, encompassing Tasking Not Asking (TNA) is fundamental in stretching all abilities within each cohort.
- 3.4 Dual language speakers will be supported in accessing musical skills and concepts in specific cultural contexts, where necessary.

4 Implementation

- 4.1 The aims of Music within Holy Trinity School and the requirements of the National Curriculum are met through the implementation upon the content laid out in the National Curriculum.
- 4.2 The Units of Work, which each class are taught, are from the music scheme Charanga; a progressive programme used to ensure a repetitive-taught approach to learning.

- 4.3 The units of work are divided into 6 steps (aimed to be taught through one half-term). The activities and games cover the different musical dimensions that children acquire throughout their school life: pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation. This is done through singing and playing instruments, listening and creating music – all intrinsically linked through a central song or piece.
- 4.4 Each Unit of Work comprises the strands of musical learning which correspond with the national curriculum for music and all these outlined activities are based around one song:
- Listening and Appraising
 - Musical Activities
 - Warm-up Games
 - Optional Flexible Games
 - Singing
 - Playing instruments
 - Improvisation
 - Composition
 - Performing
- 4.5 Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. In support of Charanga and the school's music curriculum, there is a wide range of quality musical resources ready for children to use and play, to support their application of skills.
- 4.6 As the children progress through the Music curriculum at Holy Trinity, every child will have the opportunity to learn a musical instrument as they move in to Key Stage 2. In Year 4, the children are given the opportunity to learn three different types of instruments, following the same teaching and learning approach as Charanga. The children, as a class, choose which instrument they would like to carry on with in to Year 5 and then a select group of children develop this instrument further in to Year 6.
- 4.7 The curriculum is taught from Charanga and guidance of how to teach this is laid out in the Planning and Curriculum Handbook, which is available on the school's internet platform, Office 365. This handbook sets out the units of work for each year group, the ongoing musical learning foci, the instrumental, composition and improvisation progression, and guidance for sequential planning.
- 4.8 For each unit of work, staff will plan a sequence of learning, using the sequential planning template which can be found on Office 365, Teaching and Learning, Music, Planning Tools. The sequence of learning for the unit will be clearly outlined, identifying each of these concepts within each lesson: Listen and Appraise, Musical Activities and Perform. The planning sequence will be uploaded before the music teaching commences.
- 4.9 Music, which is taught by the member of the Class Teaching Team, will be taught in 1 lesson per week of 30 minutes. Music that is taught through Wolverhampton Music Service have differing class sizes and times.
- 4.10 The monitoring and evaluation of this policy will be the responsibility of the Music co-ordinator, who is responsible to the Head Teacher and the Governor for the development of the subject throughout the school. This can be achieved in a variety of ways:
- Regular discussions with staff concerning progress of groups and individuals;
 - Involvement in long and medium term planning across the school in this subject;
 - Work with colleagues to provide support as appropriate;
 - Regular monitoring of resources;
 - Reviewing assessment outcomes to evaluate the quality of learning;
 - Ensuring that within a Key Stage there is coverage of the full Music curriculum in sequential planning;
 - Ensuring that appropriate opportunities to raise multi-cultural issues are created and taken;

- Ensuring that time spent in teaching and learning matches national expectations.

4.11 This document will be subject to review every two years. The Music Co-ordinator is responsible for the review and will then present ideas to the whole staff. The Governor who is attached to the Development Team will ensure that the Curriculum Committee of the Governing Body is involved fully in the process.

4.12 Within Music, there are opportunities for wider study, including the use of ICT to support and enhance learning, world cultures, art, design and literature.

4.13 Ruby Merricks co-ordinates Music, working closely with colleagues across the school.

5 Resources

5.1 Children will have opportunities to use any of the resources housed in the Music area that will aid or enhance learning. The following musical resources are available:

- Tuned and untuned percussion instruments;
- Glockenspiels;
- Xylophones;
- Recorders;
- A range of musical resources on CD which includes classical, popular and cultural music.

5.2 Holy Trinity will continue to update and replace resources as appropriate, endeavouring to provide a range of stimulating and interesting equipment, which is accessible by all pupils.

5.3 Currently the named resources for the school include:

- Charanga;
- YUMU;
- Purple Mash.

5.4 When necessary, we access the support and guidance of outside agencies.

6 Health and Safety (including Safeguarding)

6.1 All school activities comply with the guidelines in the school's Health and Safety Policy. The attention of those teachers who may have a child with Hearing or Visual Impairment is drawn to the provision that needs to be made.

6.2 Holy Trinity Catholic Primary School is committed to Safeguarding and Promoting the Welfare of all pupils, which is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging, we recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

6.3 If there are resources or activities that deem to be unsuitable for the children's wellbeing in any way, the Designated Safeguarding Lead (DSL) Carroll McNally or the Deputy Designated Safeguarding Leads (DDSL) Sarah Lester or Lauren Thornett must be informed. This is the responsibility of ALL staff, including Music School staff and volunteers.

7 Assessment

7.1 Assessment is an integral part of teaching and learning in Music.

7.2 Assessment will take place over the short term and medium term. Short-term assessment, through feedback, will be in line with the appropriate policy. Medium term assessment will be conducted at the end of each term and the children will be measured against the requirements of the National Curriculum using

the Music Assessment proforma for each year group. The children, against a range of statements related to the four components of musical learning (listening, appraising, performing and composing) will be assessed as either: acquiring, applying or deepening the required skills. Video evidence for each class will be uploaded to the Assessment folder on 365 to support Teacher Assessment.

- 7.3 Parents will be informed annually in a written report about the progress their child has made in Music, as well as their attainment. There will be formal opportunities to speak with parents and staff should always seek to discuss with a parent any concerns that have been raised around Music, either from home or school.

8 Roles and Responsibilities

8.1 The Head Teacher

- Setting a budget;
- Monitoring development;
- Discussing specific targets with the Music Co-ordinator;
- Delegating responsibility;
- Overall responsibility to give children their entitlement;
- Overall responsibility to deliver the National Curriculum.

8.2 The Music Co-ordinator

- Managing the budget and resources;
- Reviewing and developing the school policy;
- Identifying needs in order to put policy into practice;
- Drawing up guidelines including materials from the National Curriculum;
- Monitoring and assessing;
- Identifying and providing INSET;
- Liaising with external agencies;
- Informing and supporting staff.

8.3 Class Teacher

- Putting the policy into practice;
- Developing children's abilities to work as musicians by providing information to work;
- Encouraging children to use, manage and respect resources;
- Ensuring progressing in musical skills, knowledge and understanding;
- Delivering the Music curriculum for the pupils in the class;
- Sharing with other teachers;
- Ensuring that each child receives their own entitlement;
- Monitoring progress;
- Reporting to parents;
- Planning for assessment.

8.4 The Pupil

- Engaging in tasks appropriate to their individual needs;
- Responding appropriately to feedback offered;
- Developing independent learning strategies, which draw upon previous experiences and learning outcomes;
- Using and expressing opinion using appropriate meta-language;
- Using instruments sensitively;
- Responding to stimuli by harnessing imagination and feelings;
- Working with others when composing and performing.

8.5 The Home Environment

- Encouraging and supporting the completion of homework;
- Caring for and complying with the arrangements for instruments to be taken home and practised and making clear when they cannot;

- Uphold the tenets of the home and school agreement.

9 Monitoring and Review of this Policy

- 9.1 This policy was drawn up by the Music Subject Leader, Ruby Merricks.
- 9.2 It was completed in March 2020.
- 9.3 It was formally adopted by governors on.....
- 9.4 Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Music Co-ordinator, on behalf of the Head Teacher and Governors.
- 9.5 The policy is scheduled for review in March 2022.

Signed (Music Co-ordinator)

Signed (Head Teacher)

Signed (Music Governor)