

St Martin's Catholic Primary School



Music Policy

Our Mission Statement

**"At St. Martin's Catholic Primary School,
the Governors and Staff, in partnership with the Parents,
aim to help each child realise their full Spiritual,
Moral, Academic and Social Potential in a
happy, caring, Catholic Community
in which each member feels valued"**

Introduction:

Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.

Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels.

Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.

Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.

Intent

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of children. 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. As well as being thoroughly enjoyable, music is a highly academic subject, which allows children to feel part of a community. At St Martin's, it is our main aim to provide ample opportunity for children to compose, perform and transcribe a variety of music. We strive to enable children to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Music Curriculum Key stages 1 & 2

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in **National Curriculum 2014:**

Key stage 1

Pupils should be taught to:

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.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

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 staff and other 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.

Sparkyard

Music teaching at St. Martin's follows the Sparkyard (Out of the Ark) curriculum, which is closely linked to the Model Music Curriculum (2021).

The aims of music teaching are to enable children to:

- 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.
- 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.

Introduction to Sparkyard:
(Taken from Sparkyard Curriculum Documents)

Singing and music are an essential part of any primary curriculum, and it is within the capability of every teacher in every school to deliver great music lessons.

The Sparkyard Music Curriculum provides teachers with a clear sequence of musical activities to use in the primary classroom.

With fabulous Out of the Ark songs at its heart, it uses a skills-based approach where key musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage.

Each term is organized into progressive steps and within each step you will find a selection of fun, inspiring lessons to choose from. You don't have to complete every lesson in every step: simply choose the ones that suit you.

Our helpful curriculum overviews will provide you with a summary of the key learning in each term, allowing you to start planning a sequence of exciting lessons for your class straight away.

Our music curriculum covers the statutory National Curriculum for England and satisfies a wealth of suggestions made in the Model Music Curriculum.

We've worked hard to create a curriculum that offers flexibility and choice. You know your classes better than we do, so whether you choose to follow the curriculum step by step, or use your own knowledge to adapt lessons, remember that the overriding goal should be to foster a lasting love of music and enjoyment in singing.

Sparkyard lesson plans include:

- Simple, easy-to-follow steps
- Fabulous songs
- Assessment suggestions
- Listening examples from a diverse range of genres, styles and musical periods
- Demonstration videos and audio clips
- Glossary and list of key vocabulary
- Coverage of the inter-related dimensions of music and National Curriculum requirements
- Printable resources for download

[Music Curriculum Early Years Foundation Stage](#)

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year.

Development Matters 2021:

Children in Reception will be learning to:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

Extra-Curricular Music

In addition to curriculum music lessons children should be exposed to a variety of musical experiences and opportunities to perform:

- Singing assemblies (hymn practice) take place weekly- these are delivered either by the headteacher, music co-ordinator or an outside diocesan music specialist.
- Plays/ performances
- Visiting music specialists
- School choir
- The use of singing and music across the curriculum

Role of the Music Subject Leader

- Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile at the School.
- To update and administer school music curriculum and oversee its implementation by other staff.
- Keep up to date with developments in music through reading and course attendance etc.
- Report back on courses attended.
- Encourage staff to go on appropriate in-service courses.
- Advise and support staff with music.
- Be responsible for overall cataloguing, storage, purchase and upkeep of all school music resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.

- Regularly review and update the school policy statement and guidelines as required (outlining the aims, objectives and philosophy involved in music)
- To organise concerts for children to attend and organise concerts and workshops for children in school.
- Coordinate extra-curricular music activities as appropriate to staffing and pupil interest.
- Represent the school at external meetings in relation to music.

SEND:

We teach music to all children, no matter their age or ability. We aim to provide a broad and balanced education that reaches and challenges all children. Teachers aim to provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account targets set for individual children in their SBSPs (School Based Support Plan).