

Holy Cross RC Primary School



Music Policy

Signed _____ [Headteacher] Date _____

Signed _____ [Chair of Governors] Date _____

Review Date September 2022

Next Review Date September 2025

Music intent

At Holy Cross, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

'Music is a universal language that embodies one of the highest forms of creativity' (The National Curriculum)

Aims and Skills

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock, African drumming etc.
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have opportunities to play a wide variety of instruments
- Have different opportunities to take part in performance

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. Each unit of work follows the national curriculum objectives outlined for each year group in the music progression of skills map, which all teachers have access to. This is embedded in classroom activities as well as weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of musical ensembles. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. We follow the Bristol Beacon music scheme of work, which has been aligned with the aims of the national curriculum. In key stage 1 and lower key stage 2 the classroom students learn how to play various un-tuned and tuned percussion instruments, as well as learning African drumming for 10 weeks. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops the understanding of musical elements without

the added complexity of an instrument. When children move into upper key stage 2, they spend 10 lessons learning an instrument with a specialist Musician as part of the Bristol Beacon scheme. This gives them an opportunity to harness their knowledge of music in more of a practical environment.

Impact

Whilst in school, children have opportunities to forge their own musical journey, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.

Music Assessment and tracking

Teachers are required to save evidence of the work that takes place in the classroom, both as video folders, but also in the floor book so that it is clear what the progression of skills are. At the end of each unit of work (usually at the end of each term), teachers highlight the progression of skills map, which outlines the objectives that each year group needs to cover.