



St Luke's C.E. Primary School

Music Policy

Langport Avenue
Longsight
Manchester
M12 4N

PURPOSE

The Curriculum at St Luke's is adapted to be a vocabulary rich, enquiry-based curriculum. We focus on improving pupils long and short-term memory so as to improve accuracy and fluency of children's grasp of knowledge and skills, in order for learning to progress well and for all children to be confident fluent learners.

The Music curriculum meets the needs of the [National Curriculum 2014](#) programmes of study as units of knowledge and skills.

This is further deepened, enhanced and supported by additional experiences, opportunities, resources in the form of the Enrichment curriculum and The Global Citizen and Mental Wellbeing curriculum.

RATIONALE – WHAT HAS INFORMED OUR CURRICULUM DESIGN IN MUSIC?

We believe that the teaching of music offers our learners the opportunity to develop their creativity, self-expression and confidence. Alongside this, children are able to develop their understanding of a wide range of musical genres and instruments which helps them to broaden their cultural horizons. Music encourages children to understand the importance of practising and perfecting skills as well as engaging in cognitive tasks such as rehearsing, planning and evaluating which have implications for effective learning across the curriculum. We believe in encouraging 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 providing a diverse menu of musical styles which represent different periods of history and cultures.

INTENT

At St Luke's CE Primary school, we recognise the important role of music in children's development. Our high-quality music education meets the National Curriculum aim of 'engaging and inspiring pupils to develop a love of music and their talent as musicians,' in order to 'increase self-confidence, creativity and sense of achievement.'

All St Luke's children from EYFS through to Year 6 are encouraged to express themselves musically and creatively. They are taught to:

- Sing, play and perform in solo and ensemble contexts

- Listen to, review and evaluate music across a range of historical periods, genres and styles
- Understand how music is produced created and communicated
- Improvise and compose music
- Use and understand musical notation
- Appreciate a range of high-quality music from great composers and musicians

Music and performance form a key part of our assemblies, including weekly head teacher assemblies, singing assemblies, class assemblies and celebration assemblies. Music also has a significant role in our cultural celebrations throughout the year, with children learning and performing songs for events and celebrations such as Harvest festival, Remembrance Day, Easter and Christmas. Children have additional music opportunities through our Year 3 African drumming sessions and lessons with a professional singing coach.

IMPLEMENTATION – HOW DO WE TEACH MUSIC?

KS1 And KS2

KS1 and KS2 children receive a weekly or fortnightly music lesson following the acclaimed **Charanga Musical School** scheme. Teachers have the flexibility to build into their half-term planning either 1 x ½ hour lesson weekly or 1 x 1-hour lesson fortnightly, depending on any curricular constraints for that ½ term. Through the Charanga scheme, children are taught to develop their musical understanding, make musical judgements, develop their aural memory, express themselves physically and emotionally and create their own musical ideas. Within this scheme, children use both voice and instruments (such as glockenspiel) to learn, perform, improvise and compose a range of pieces from across the ages and around the world.

EYFS

We teach music in EYFS as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the EYFS curriculum.

EYFS make use of the **Charanga Music Scheme** and receive weekly music lessons - Reception children access the Charanga scheme and Nursery children access a modified version of the Charanga scheme. This supports our children in EYFS to begin their music

curriculum immediately, have an early introduction to the interrelated dimensions of music and progress well through EYFS and into Year 1.

INCLUSION

Music by its very nature is inclusive of all children - it is a universal form of expression, creativity and enjoyment, allowing children to explore their own and others' voices, movement and emotions. All children at St. Luke's have access to the music curriculum and musical experiences, ensuring all our children get the highest quality provision and opportunities. This is in line with our Accessibility Policy, Global Citizenship and Wellbeing Policy, SEND policy and Equality Act 2010.

PERSONAL DEVELOPMENT THROUGH MUSIC

We encourage children's personal development through our Music provision by:

- Reflecting on and adhering to our school motto, 'For with God nothing shall be impossible', supporting our children to be resilient, capable musicians
- Building self-esteem and self-confidence through group activities and performances
- Being collaborative learners, as they engage in listening, appraising, sharing and performing
- Being active thinkers and encouraging a growth mindset, by allowing children to develop, rehearse and practice honing their music skills
- Allowing children to engage in the process of musical performance from practising/improvising, composing/ rehearsing and performing and evaluating

HEALTH AND SAFETY

Children will be informed of risks and hazards but will also be encouraged to assess and identify risks for themselves, before beginning any lesson. They will be shown how to use equipment including instruments safely. They will be advised, when appropriate, how to move around the classroom in a safe manner. This is in line with our Health and Safety policy.

READING

Reading and our Music curriculum go hand in hand. Learning lyrics, narrative songs and nursery rhymes supports children to decode and infer meaning in lyrical music.

VOCABULARY

Music has its own vocabulary that can refer to the style of music, the manner in which it is performed as well as technical aspects of instruments. Some musical words have figurative meaning in other concepts, for example 'disharmony'. Our aim is for pupils to be able use music vocabulary correctly, at each appropriate age and stage.

OUT OF SCHOOL LEARNING

Our school website class pages and our Music curriculum website page have details of Music topics, homework and links to external music opportunities.

ENHANCEMENT LEARNING

Music is integral to enhancing the learning of other core and foundation subjects, such as creating soundscapes for poetry or as a stimulus for dance routines. By incorporating music into the other areas of the curriculum, children gain greater understanding and have more enriched learning experiences. Our curriculum is progressive. We build upon the learning and skill development of previous years. Teachers use precise questioning and observation to evaluate conceptual knowledge and skills.

Each week the children have an opportunity to enhance their music skills through the following enhancement activities:

- Singing assemblies in each phase
- Y3 African drumming
- Professional singing coach
- Dance lessons (responding to music, using understanding of pulse and rhythm to support movement and coordination)
- Music Club (instrumental and Christmas choir)

OVERVIEW OF MUSIC TOPICS

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Ourselves	Traditional Tales	Nativity songs	Under The Sea	Dinosaurs	Food And Drink	Animals
Reception	Me!	My Stories	Nativity songs	The Wheels on the Bus	Changing	Superheroes	Our World
Y1	Hey You!		Christmas performance	In The Groove		Your Imagination	
Y2	Hands, Feet, Heart		Christmas performance	I Wanna Play In A Band		Friendship Song	
Y3	Let Your Spirit Fly	Glockenspiel Instrumental 1		Three Little Birds		Bringing Us Together	
Y4	Mamma Mia!	Glockenspiel Instrumental 2		Stop!		Blackbird	
Y5	Livin' On A Prayer			Make You Feel My Love		Dancing In The Street	
Y6	Happy			A New Year Carol		Classroom Jazz	Summer performance

PROGRESSION IN MUSIC

Progression of knowledge and skills are detailed in our music progression document and adhere to the following areas:

- Listening and appraising
- Musical games
- Singing
- Playing
- Improvisation
- Composition
- Performance

The details of our music progression document are supported by the Charanga Music Scheme 'Knowledge and Skills – Reception – Year 6' documents, supplemented by our school's own additional progression of skills in Nursery.

IMPACT

The impact of our Music offer is measured by outcomes, acquisition of music knowledge and progression of music skills over each unit of work and across the year/key phase. Impact is monitored to ensure amendments are made if necessary, ensuring effective music learning throughout our school. This ensures an ambitious and dynamic music offer is adhered to.

As a result of our Music offer, we hope that our St Luke's musicians will be able to show:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

They will leave our school with a love and appreciation of music and through its study will have increased their 'self-confidence, creativity and sense of achievement'

(National Curriculum 2014)

Impact will be measured with outcomes, assessment, behaviour, attendance and monitoring in mind.

ASSESSMENT

Teachers use ongoing assessment of children's performance to inform them of next steps and differentiation opportunities. Teacher assessment overviews for each unit of work support teachers to see what most children should be able to do by the end of each unit as well as providing insight in to what greater depth looks like for that unit. Our Music coverage KIPs (key indicators of performance) demonstrate coverage of the music curriculum as it happens throughout the year. This supports all aspects of the curriculum to be covered appropriately and progress to flourish.

We use assessment to inform and develop our teaching in the following ways:

- We assess for learning (AfL). Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve. Music activities throughout each unit ensure progression, achievement and success.

- PPM meetings – termly meetings allow teachers to discuss progress and achievement in Music and support for children who may need additional intervention, or challenge
- Ongoing teacher assessment, children’s learning (performance, group work, written work) and pupil dialogue support Music assessment
- Monitoring of assessment happens through work scrutiny, lesson observations, pupil dialogue and PPMs
- Parent meetings and an annual report support us to communicate with parents their child’s progress and achievement in Music. In a child’s annual report, a comment is made about their music knowledge and understanding, and development of music skills. Parents are informed of the topics to be covered at the start of each half term.

ATTENDANCE AND PUNCTUALITY:

Poor attendance and punctuality can impact negatively on learning, causing gaps in learning to form and the possibility of a negative impact on social and emotional wellbeing (more acute where attendance is significantly lower than expected attendance).

Document Control	
Title	Music Policy
Date	July 2023
Review	July 2024