

# St.Aloysius' Catholic Junior School

## Music Policy

### **Mission Statement:**

Through Jesus we learn, love and grow together

### **Introduction:**

Our school has a strong tradition in music and this has been recognised by parents and the LA. Our intention is to develop this further. We recognise music to be an essential ingredient of a child's diet apart from the requirements of the national curriculum.

Music stimulates a child's creative and imaginative abilities, enhances the learning process across the whole curriculum and gives the individual a sense of well being.

### **Music in the National Curriculum:**

Music is concerned with performing and composing, listening and appraising. Music creates opportunities for:

- Self expression
- Creativity
- Personal enjoyment

The repertoire chosen for performing and listening will be used to extend pupils' musical experiences and knowledge, and to develop appreciation of the richness of our diverse cultural heritage. It will include music from a variety of styles taken from: European classical tradition; folk and popular music; the countries and regions of the British Isles; the variety of cultures within our community; and from composers and performers through the ages.

### **General Aims:**

The aims are:

- To provide the children with basic understanding of the seven elements used in music: pitch, duration, dynamics tempo, timbre, texture and structure.
- To enable children to explore their own creative qualities through composition.
- To aim continuously for greater achievement in all areas of singing and instrumental playing.

### **Scheme of Work:**

The school uses some of the units of work found in the QCA KS2 program of study. The remainder of the scheme has been created for the school by the subject leader.

Aspects include:

#### **Performing Skills:**

Controlling sounds through singing and playing

#### **Composing Skills:**

Creating and developing musical ideas

#### **Appraising Skills:**

Responding to different sources of music and reviewing their own ideas and feelings

#### **Listening and Applying Knowledge and Understanding:**

Using musical vocabulary to describe and interpret

### **The National Expectations of Each Age Group**

The QCA document has level descriptors which set out knowledge, skills and understanding that pupils of different abilities are expected to have reached by the end of KS2.

The attainment target for music sets out 8 level descriptors of increasing difficulty. Our pupils work from levels 2-5 with the expectation that most will reach level 4 by the end of KS2

Our aims are that children should:

- Be able to perform a song accurately and confidently
- Sing songs and rounds in two parts
- Maintain independent instrumental lines
- Make expressive use of musical elements
- Use symbols to express musical ideas
- Respond to music, identifying changes in character and mood
- Evaluate their own work
- Begin to recognise that music is affected by time and place
- Describe and compare music from different traditions

### **Time Spent Teaching**

The pupil's have a one hour weekly lesson and a 30min singing practice a week. The weekly class lesson will be given by the subject leader who will carry out the scheme of work planned for each year group/class.

### **Teaching Methods and Strategies**

**Singing**-The children learn songs in the following ways:

- Memory recall (listening to a variety of songs demonstrated by the class teacher/subject leader)
- Memory recall using CDs or the sing up website ([www.singup.org](http://www.singup.org).)
- Reading printed words (singing to them for special occasions).
- Using sign language and actions to reinforce the recall of lyrics

### **Rhythm and Patterns:**

- Reading (from notation) and performing them
- Quick recall after demonstration

### **Elements in Music**

- Frequent reference to them
- Studying each in detail

### **Performing (Understanding instruments)**

- Demonstration by subject leader, visiting musicians and pupils within the school
- Encouragement of Self-expression
- Discussion and evaluation of work

## **Homework**

As part of the learning process and our aim for higher achievement in music, our children are encouraged by the class teacher to practice songs for assemblies, class masses and special performances. Where children are taught musical instruments they are strongly encouraged to practice pieces regularly each week. We encourage the involvement of parents in the children's learning and encourage their support to ensure that this happens.

## **Special Needs**

A range of ability, as is common in all subjects, is found in each year group. To meet these wide differing requirements children are encouraged to perform to their ability through a wide range of approaches, methods and levels in class music making ranging from simple rhythm patterns (on untuned instruments) to challenging keyboard accompaniments. Support and encouragement are given to each group/individual in class lessons by the by the subject leader and the support staff. Extension activities are incorporated and modified in weekly plans in order to cater for the more able child.

## **Assessment and Recording**

Assessment and recording are formal and informal.

**Formal**-individual assessments are carried out at the end of each unit of work (each half term) and recorded for each child relating to focused learning objectives.

**Informal**-The subject leader may decide to make a brief note about children observed during an activity, (e.g. individuals performing the whole or part of a melody studied).

The progress and attainment of the child in music is reported to parents in the Annual Report.

## **Contribution to Cross Curricular Aspects**

Music is applied where appropriately to many areas of the curriculum but more especially in RE, ICT, History and Literacy).

## **Resources**

The school is equipped with a wide variety of percussion instruments (tuned and untuned), enough for a group of 30 children to perform at any one time. In addition to this, there are ten full sized electric keyboards, each class has 2 Simple music toolkit and we have access to the sing up website. These all contribute to the delivery of successful music lessons. The school provides descant recorders for all pupils in year 3 in the Spring term.

## **Health and Safety**

The children are encouraged to use the musical instruments in a responsible manner, acquiring skills appropriate to the nature of the instruments.

## **Parental Involvement**

The parents are encouraged to support their children's progress by encouraging their children to practice their homework assignments and by attending concerts and assemblies where pupils have the opportunity to perform. Parents are also involved when their children play away from school in charity (e.g. the Law Courts in Holborn) events or Christmas concerts. The subject leader encourages and notifies parents of appropriate musical events that would be of interest to the children e.g. orchestral concerts, external clubs.

## **Equal Opportunities**

All the staff at St.Aloysius' Catholic Junior School believe that respect for all human beings implies equal opportunities for all. We aim to ensure that all children within our school are entitled to learn in a non-threatening and supportive environment in which self-esteem is enhanced.

Our Mission is to create a loving and caring Christian community where all children feel valued and have the opportunity to achieve their full potential within a context of mutual respect, justice and fairness.

We do this by ensuring equal access to the curriculum and a sound programme of work, which meets the need of the particular child and to target specific groups for extra support when appropriate.

## **The Role of the Subject Leader**

- To provide positive support to other members of staff
- To guide and work with colleagues
- To keep up to date through reading, attending courses and liaising with the Camden music service and other outside advisory and support services
- To write and review a school policy in collaboration with the Head Teacher.
- To produce a revised scheme of work suitable for the staff to interpret and implement this scheme of work in each classroom. The scheme is to be reviewed annually with the Head Teacher to share and discuss the experiences of our children and adjusting the scheme if necessary.
- To monitor progress and attainment
- To purchase resources and ensure their maintenance and care
- To liaise with the Infant school subject leader
- To advise new members of staff on what happens at our school with regard to music provision and to support them

## **Extra Curricular Activities**

External music teachers provide tuition in the violin, guitar, fife/flute/saxophone and electronic keyboard through the Camden Music Service. (These are paid for by their parents/carers).

A recorder club takes place each Tuesday and these lessons are given by a class teacher. Pupils are given the opportunity to study the treble (as well as descant) recorder in these classes.

'Music Maestros' is a newly formed club which commenced in September 2011. The aim of this club is to reinforce the skills studied in the 'Wider Opportunities' music programme and to develop ensemble skills. The subject leader rehearses the school choir (year 5 and 6 pupils) each Thursday after school. A younger group of singers (years 3 and 4) also meet each week and these sessions are led by a class teacher.

'Spotlight' children have been highlighted by the Deputy Headteacher, and instrumental lessons are given to them by the visiting music teachers.

The 'Foundling' choir rehearses each Monday evening at the Foundling Museum. Pupils in years 4 and 5 are encouraged to attend and are selected through an audition process.

## **Gifted and Talented**

Pupils in each class are given opportunities to perform in the lessons to their peers and demonstrate their skills by playing/singing solo pieces. They also have the opportunity to play at whole school singing practices. These pupils are also encouraged to take part in extra curricular music activities within the borough of Camden.

## **Wider Opportunities**

Year 5 pupils follow the 'Wider Opportunities' programme which enables them to learn key skills for playing an instrument of their choice. They receive tuition by visiting music specialists and are given instruments to practice materials studied in the lessons, which helps to support and develop their learning. Instruments currently being studied are keyboards, violins, guitars and fifes. Thirty lessons are given each academic year with concerts being given at the end of each term.

### **Monitoring**

The music scheme will be monitored by the Head Teacher through observation of lessons and discussion with the subject leader. Teaching plans will be looked at each half term by the line manager and adjustments made where necessary (by the subject leader) through highlighting the weekly plans. The management team is able to monitor the progress in singing and general learning of musical knowledge through the weekly singing practices.

### **Freedom of information**

Parents and /or legal guardians will have statutory rights to review their child's records. The Head teacher has access to all records in order to review and monitor planning and assessment in the school. Members of the governing body and LA have statutory rights to records to review and monitor. Each class teacher will have access to assessment details of individual children to inform their planning. Assessment information regarding individuals is confidential and will be restricted to the relevant audiences.

### **Monitoring the Policy**

The Head Teacher and senior Leadership Team will monitor the policy by regular reviews and observations.

The Head Teacher will publicise the policy and bring it to the attention of pupils, parents and staff annually.

This policy was updated by Tony Gamage the subject Leader (December 2011).

Agreed \_\_\_\_\_

Reviewed again \_\_\_\_\_

Signed : \_\_\_\_\_  
Chair of Governors.

December 2011