



# St. Lawrence Primary School



## Music Policy 2024

As a Rights Respecting School, our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Articles from the UNCRC which are directly linked to the Music curriculum at St. Lawrence School:

### Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

### Article 28

You have the right to a good-quality education. You should be encouraged to go to school to the highest level you can.



### Article 31

You have the right to play and rest.



As Duty Bearers, it is our responsibility to teach children their rights. This is done predominantly through PSHE sessions. Children learn about their rights, through their rights and for their rights. Staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability.

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*Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.*



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### **Vision:**

Music is a powerful means of communication and is one of the highest forms of creativity.

It brings children together and creates opportunities to work with one another using a universal language. It is an art that can be practiced, appreciated and enjoyed at many levels.

Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.

Additionally, 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.

It is a creative and fun activity but can also be a highly challenging subject.

It is our aim that all children at St Lawrence Primary School experience a high-quality, inspiring music education which instils a life-long enjoyment and appreciation for music.

### **AIMS**

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.

### **At St Lawrence Primary School we also aim to:**

- Develop the understanding that music can be a social or personal activity.
- Provide experiences and resources which promote knowledge, skills and understanding in music in relation to both their own and the musical traditions of others and of different ages.
- Promote an enjoyable musical curriculum for all children in the school with relevant differentiated experiences.
- Develop children's ability to observe and respond to the world around them through the use of a wide variety of instruments and musical recordings.
- Through the encouragement of listening to instruments or music for a variety of different reasons, develop children's listening skills.
- Develop children's discussion and negotiating skills through working with other children on a given task.
- Celebrate the value of children's work through recording and performance of their work.
- Recognise ways in which ICT skills may be incorporated into and developed by the Music Curriculum and used to enhance the children's musical experiences

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### PLANNING & ORGANISATION

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical genres and to begin to form opinions and critic the quality of music.

The Teaching, Learning and Assessment Policy identifies the aims, principles and strategies for promoting effective teaching and learning at St Lawrence Primary School. This applies to Music as well as every other curriculum subject area. A progression of lessons is be planned over a six week blocked unit of work that is taught over a half term. The Music units of work are taught during specific terms where strong and purposeful musical links can be made (see Appendix for Music Curriculum overview. Medium term plans identify specific learning objectives and success criteria which support both children and adults in assessing their work.

### TEACHING & LEARNING

We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. Teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music.

As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Pupils are taught musical notation and how to compose music.

Within each music session there will be the following elements:

- a) A clear Learning Objective with focused Success Criteria which is used by both the teacher and the children to assess the lesson's work;
- b) A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
- c) The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
- d) The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

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We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;

Key skills are taught through weekly sessions and through the exploration of new music from all around the world.

Children are taught to read music and perform on recorders. They are assessed through the 'Karate Belt' system. There is a recorder ensemble that meets weekly for those who have achieved their Black Belt.

### FOUNDATION STAGE

We teach music in Foundation Stage as an integral part of the learning covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

### RESOURCES

We have a range of instruments including:

- large percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels
- keyboards
- music stands
- recorders
- drums

The school iPads are installed with applications which enable them to be used as instruments and for composition.

It is the collective responsibility of all teaching staff to report to the subject coordinator any damaged resources or resource needs to facilitate high quality teaching and learning in music.

All children in KS2 are provided with a recorder for their weekly lessons.

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### ENHANCEMENT

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations. Whole school singing lessons take place during a weekly assembly.

### ASSESSMENT, RECORD KEEPING AND REPORTING

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.

### INCLUSION

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at St Lawrence is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. Each lesson is scaffolded to support all levels of learners to ensure everyone is able to access music.

Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

### THE ROLE OF THE SUBJECT LEADER

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. They will achieve this by affecting the following key areas:

- a) Strategic direction and development.
- b) Learning and teaching.
- c) Leading and managing staff.
- d) Efficient and effective deployment of staff and resources.

The Subject Leader has regular discussions with staff about learning and teaching in Music and provides an annual summary report about their work as Subject Leader and an evaluation of the strengths and areas for development

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for the subject. During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

### **MONITORING AND REVIEW**

The Head teacher / Music Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher / Music Subject Leader will, if necessary, makes recommendations for further improvements

### **SMSC in Music**

#### **Spiritual**

Allowing students to show their delight and curiosity in creating their own sounds. Making links between their learning in literacy (or other curriculum area) with music being played as background Considering how music makes one feel and can 'move us' deeply. Looking at the role of sacred and secular music and the use of music for occasion

#### **Moral**

Exploring how music can convey human emotions such as sadness, joy, anger... Appreciating the self-discipline required to learn a musical instrument exploring the moral messages in liberation songs and in lyric writing using moral tales as starting stimulus.

#### **Social**

Exploring how an orchestra works together Discussing What would happen if musicians in a band/group didn't cooperate Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax .

Engaging with our local community through music projects

#### **Cultural**

Giving all students an opportunity to learn a musical instrument and to take part regularly in singing. Encouraging students to listen and respond to traditions from around the world. Appreciating musical expression from different times and places, including our local traditions of Brass Band music Learning to recognise music from other cultures and learning songs in other dialects. Looking at the future of music with music technology.



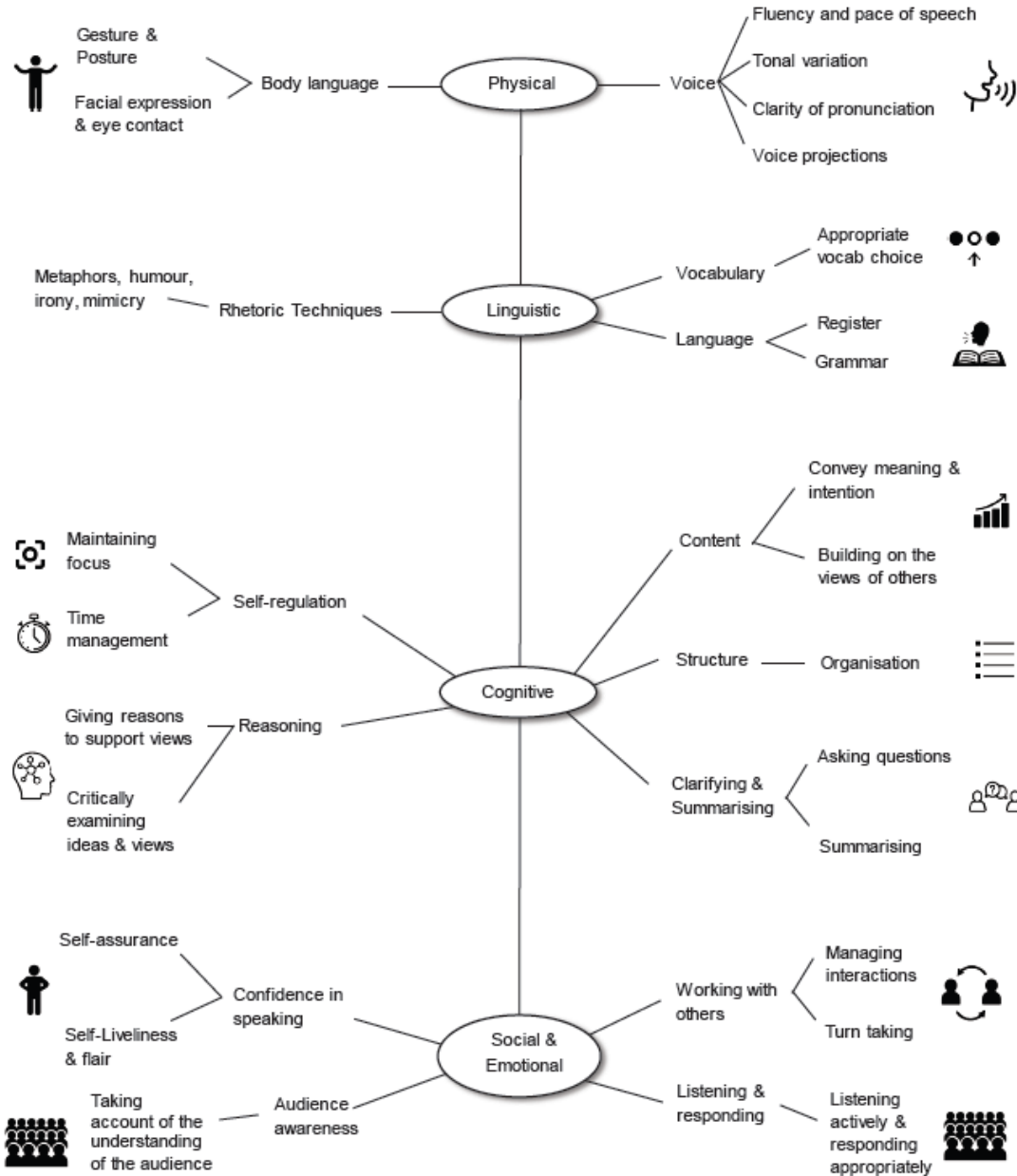
## Music Policy 2024

### Oracy in Music



“Get talking in class”

#### Oracy Graphic Organiser



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## Music Policy 2024

### Sentence Stems for giving feedback

Praise: What have they done well?

Be Specific

Give an example

Why was it good?

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Because you have...</li> <li>• Your work has had the effect of...</li> <li>• You have improved how...</li> <li>• I notice that you...</li> <li>• This means that...</li> </ul> | <ul style="list-style-type: none"> <li>• When you... it made me...</li> <li>• Your use of... in order to...</li> <li>• I enjoyed the part where...</li> <li>• The part where you... has had the effect of...</li> </ul> |
|---|---|

Enhance: What do they need to do to improve?

Be specific

Give an example

Why will it enhance their learning?

Checking for Understanding	Reshaping and Extending Learning
<ul style="list-style-type: none"> <li>• Why did you choose to...?</li> <li>• Can you explain how...?</li> <li>• Prove to me how you came to this conclusion by using...</li> <li>• What effect did ... have on ...</li> </ul>	<ul style="list-style-type: none"> <li>• I've noticed that you haven't...</li> <li>• Can you prove...?</li> <li>• Could you have included...?</li> <li>• Where else could you use... in your learning?</li> <li>• In order to improve your learning, you need to...</li> </ul>

Respond: Show that you understand

Read what you could have done better

Correct the mistake

Show how you now understand

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Thank you, I agree that...because...</li> <li>• I can see why you've said that...</li> <li>• I actually disagree with you because...</li> <li>• I have now... the effect this has had is...</li> </ul> | <ul style="list-style-type: none"> <li>• Now that I've had time to reflect...</li> <li>• I agree with your comment that... because...</li> <li>• Now that you've pointed it out...</li> <li>• You've helped me to understand...</li> </ul> |
|---|--|





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### Talking like a Musician Sentence Stems



- I like / dislike..., because...
- I think this music is like...
- The music made me feel...

- In my opinion, this piece is... because...
- I know that... because I have listened carefully to the...
- I believe there is a strong emphasis on...
- I think this music has been developed with... in mind.
- *How does this technique make you feel?*

- I believe this musical technique is important, because...
- The musicality of this ensures that the listener...
- The most surprising thing about the music was...
- The planning of this musical piece has meant that...
- The musicians... and... are similar, because...
- The questions I have after listening to this piece are...
- *How has this music influenced the modern world?*

- I think the combination of media means that...
- This piece made me ask the following questions...
- The combination of music has concluded that...
- The music within this piece has enhanced the emotion, because...
- Using the technique of... ensured that the piece was...
- Through working in this way, I have found that...
- This articulation makes music more interesting by...
- This music has influenced me, by...
- This style is classically..., as you can see from the...
- *Why is it important to understand traditional/modern concepts through time?*



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Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	22.9.22	AC	Draft	Whole staff	Whole staff	March 23
0.2	May 2024	AC/VW	Oracy in Music	Whole staff	Whole staff	May 24
0.3						

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