

**St Augustine of Canterbury
Roman Catholic Primary School**

Christus Heri, Hodie, Semper

Music Policy 2022-2023

Curriculum Statement

Intent	<p><i>“Everybody, no matter what vocation they're looking at, should add music as an essential to their curriculum. Music can be a very important part of your soul and your growth as a human being. It's so powerful.” Quincy Jones</i></p> <p>At St Augustine’s RC Primary School, our aim is to deliver a broad and balanced curriculum in Music which is inclusive of all pupils. The curriculum is planned and sequenced to provide children with the tools they need to grow into confident, articulate and resilient individuals, who have no limits on what they can achieve. We have high expectations for all children and provide them with equal access to learning with the appropriate level of challenge and support for all.</p> <p>At St Augustine’s RC Primary School, we aim to engage, motivate and inspire pupils to develop a love of music, increase their self-confidence, creativity and sense of achievement.</p> <p>Children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person’s life. We aim to provide children with the opportunity to progress to the next level of their creative excellence.</p> <p>Music is a unique way of communicating; it is a vehicle for personal expression, and it can play an important part in personal and cognitive development. Music at St Augustine’s aims to reflect the culture and society that we live in, and so the teaching and learning of music enables children to better understand the world they live in. Furthermore, music also plays an important part in helping children to feel part of a community and so we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience through assemblies, concerts and key stage performances. Lessons enable children to develop their skills, appreciate a wide variety of musical forms, discuss and begin to make judgements about music.</p> <p>The National Curriculum provides an outline of core knowledge around which St Augustine’s develops exciting and stimulating themes and lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school Curriculum.</p> <p>The aims of our music curriculum are to develop pupils who:</p> <ul style="list-style-type: none">✓ Can sing and use their voices
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	<ul style="list-style-type: none"> ✓ Create and compose music either on their own and with others ✓ Use technology ✓ Have opportunities to learn a musical instrument ✓ Understand and explore how music is created, produced and communicated ✓ Understand the work of great composers and musicians ✓ Enjoy and have an appreciation for music ✓ Use musical language ✓ Make judgements about the quality of music ✓ Have opportunities to play a wide variety of instruments ✓ Take part in performances ✓ Perform and share a range of musical styles ✓ Listen, review and evaluate music across a range of historical periods, genres, styles and traditions ✓ Have opportunities to study a range of musical styles and genres
Implementation	<p>Music teaching at St Augustine’s RC Primary School is undertaken by class teachers and HLTAs and follows the requirements of the National Curriculum for Music; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of musical concepts, knowledge and skills.</p> <p>The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the singing assemblies, various concerts and performances. Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.</p> <p>We recognise that music is a specialist subject and not all teachers are musical specialists, so have bought into the Charanga package to support staff in their</p>

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	<p>teaching of Music. This enables clear coverage of the music curriculum whilst also providing support and CPD for less confident teachers to deliver lessons. At St Augustine's RC Charanga scheme of work is used to support music lessons rather than following it as a prescribed model. The units are tailored and use 'freestyle' to provide thematic, cross curricular lessons that also follow children's interests. Music lessons are taught flexibly to provide and enable teachers to link with other subjects and follow pupil's current interests. Each unit of work has an on-going musical learning focus and a unit specific focus to enable previous musical skills to be embedded. Music lessons usually follow a specific learning sequence:</p> <ul style="list-style-type: none"> • Listen and Appraise • Musical Activities (including pulse and rhythm) • Singing and Voice • Playing instruments • Composition • Perform and Share <p>Music teaching at St Augustine's is practical and engaging. A variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. Lessons typically involve a combination of the following: games, songs, challenges, listening to music and discussing music, playing a range of musical instruments, performing back, finding the pulse and composing music using notation sheets. Charanga challenges are used to help children and provide a variety of responses and differentiation. Performance is part of musical teaching and learning at St Augustine's RC and pupils participate in a performance including class assemblies, worship and pupils from Reception to Year 6 perform at our Carol Concert and Nativity. Parents are invited and welcomed to watch these performances whether in school or outside of school. Music teaching is not only focused on performance but also providing our pupils with an understanding and appreciation for music. Through our music lessons children study a wide range of musical styles and genres from a range of musical periods. Each class also study a different composer throughout the year. An example of the composers studied throughout the year are; Tchaikovsky, Elgar, John Williams, Mozart, Saint-Saens, Holst and Prokofiev. Pupils have the opportunity to join the school choir. The school choir is open to KS2 children on a weekly basis. Pupils in the school choir meet regularly and focus on teamwork, singing in unison, developing harmony, solo performances and having fun! The school choir also have the opportunity to perform in school performances, for the community, carol concerts and singing assemblies.</p>
Impact	<p>Our Music curriculum is planned to demonstrate progression; to build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and like in other subjects, discreet teaching of vocabulary also forms part of the units of work.</p>

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	<p>We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> • Pupil discussions and interviewing the pupils about their learning (pupil voice) • Governor monitoring with our link governor • Moderation (staff/trust) meetings with opportunities for dialogue between teachers • Annual reporting and tracking of standards across the curriculum • Photo evidence and images of the pupils practical learning • Recording of performance • A reflection on standards achieved against the planned outcomes
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Assessment

Assessment is an essential part of developing the children’s knowledge and understanding in Art and Design. It allows us to analyse the impact teaching has had on the children’s progress, informs future planning and identifies ways we can further improve children’s outcomes.

EYFS	Children in EYFS have their attainment on entry assessed by observations and their progress is tracked and monitored using continuous observation and assessment of individual children using Tapestry and data being logged termly onto the Lancashire Tracker.
KS1 & KS2	In Key Stage 1 and Key stage 2, children are assessed against the key learning objectives for their year group, work produced, observations and discussions. Targets are set with children based on independent work to ensure they understand how to improve their skills. Interventions are planned to close gaps and challenge children to ensure they reach their full potential. The marking and feedback policy outlines how it is used in school for maximum impact on children’s outcomes.

Statutory Requirement and Curriculum Entitlement

The structure of curriculum teaching at St Augustine of Canterbury is based upon the English National Curriculum and the Early Years Framework guidelines and covers all the recommended objectives to ensure that children have access to a broad and balanced English curriculum.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#). Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards and academies as set out in the Department of Education’s Governance Handbook.

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The structure of the day in EYFS, KS1 and KS2 ensures that children have adequate time to develop knowledge and skills for their given year group. The skills that the children develop within different subjects are utilised and supported across all areas of the curriculum. We strive for children to be working at age-related expectations or make expected progress from their own starting point before they leave to continue their educational journey at secondary school.

Equal opportunities; including SEND, Disadvantaged Pupils and Higher Attainers

This policy also needs to be in line with other school policies and therefore should be read in conjunction with other school policies found on our website.

All children will have Quality First Teaching. Any child with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points. All children are welcomed and encouraged to join extra curricular activities.

A wide range of cultural images and contexts will be used in Music, and we these will be used as opportunities to challenge stereotypes.

For all children to produce their best, we plan differentiated resources and tasks through:

- changing the demands of a task;
- more limited choices;
- greater teacher intervention, small group work and teaching assistant support;
- ensuring manipulative skills needed are manageable;

Partnerships

- Teachers support each other to develop strategies and provision for music
- The subject leader provides support with planning, assessing and moderating standards within music.
- External resources are used where appropriate to enhance the teaching within school
- The subject leader works with other subject leaders within the Romero Academy to develop the curriculum.
- Parents are encouraged to support their children's learning.