POLICY FOR MUSIC

ST FRANCIS RC PRIMARY

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St Francis Catholic Primary School, SE15 1RQ

Vision and Mission Statement and Gospel Values

Our Vision

Providing every child with the tools to choose their path to success.

Our Mission

In St Francis children succeed because:

- ✓ We are an outward looking Catholic Primary school, which welcomes all children from the surrounding area. We work together to nurture our pupils, helping them to become resilient and inspired learners, who will become responsible global citizens of the future.
- ✓ We cultivate our pupils through our broad and diverse curriculum and loving Catholic Parish community
- ✓ We provide a welcoming, safe and supportive environment that helps children feel respected, confident and motivated to achieve their goals.
- ✓ We also foster a spiritual and moral view of life that provides children with a sense of self-worth and a strong Catholic ethos

Our Gospel Values

Love

Honesty

Courage

Tolerance

Justice

Jeremiah 29:11

"For I know the plans I have for you, says the Lord, plans for welfare and not for evil, to give you a future and a hope."

Policy for Music

Introduction

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it plays an important part in personal development. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Aims

- The teaching of music should develop all pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality.
- It should encourage active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness.
- It should also increase self-discipline and creativity, aesthetic sensitivity and fulfilment.
- It should encourage our children's understanding and enjoyment of music through an active involvement in listening, composing and performing;
- It should help children to develop an awareness of musical traditions and developments from a variety of cultures.

Objectives

- To develop the singing voice and other musical skills (listening skills, aural memory and physical skills).
- To identify different sounds and change and use sounds expressively in response to a stimulus.
- To be able to discriminate between longer, shorter and higher and lower sounds and use them to create interesting sequences of sound.
- To recognise the difference between pulse and rhythm and to perform with a sense of pulse.
- To recognise different ways sounds are made and changed and to name and know how to play a variety of classroom instruments.
- Be able to create, perform and analyse descriptive compositions that combine sounds movement and words.
- To be able to take part in a class, Key Stage and School performances with confidence, expression and control.

How Music is taught

At St Francis, we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we endeavour to build up the confidence of all children. Children are given the opportunity to discover, explore and develop technical skills through practical music lessons. Sixty-minute music lessons are timetabled for each class on a weekly basis when with the music specialist and bi-weekly when with the class teacher. This involves both whole class and small group activities. We aim to meet as far as possible the requirements of the National Curriculum. Pupils' understanding of music will be developed through

activities which bring together the requirements of performing, composing, listening and appraising.

Children are taught to recognise the musical elements of:

- duration
- dynamics
- pitch
- tempo
- timbre
- texture

Music in the Foundation Stage is taught through the Early Learning Goal “Creative Development” and is an everyday part of activities in the classroom as well as attending Hymn Practice.

In the rest of the school, music is taught in a whole class situation. Content is often linked to the Topic being studied if at all possible. It is necessary to facilitate some group work and there are suggestions for individual and group work in the scheme. It is very important for children to be given these opportunities to develop their individual skills.

Making every child’s music matter is a core principle in our school. Enjoyment and achievement lie at the heart of good primary practice; every child should enjoy musical activities. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms 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, how to make music together, to understand musical notation or symbols and to compose pieces using a range of tuned and untuned instruments, body percussion and vocal effects.

St Francis School has a music specialist, Miss Atkinson from Southwark Music Service, who leads hour long weekly music lessons to pupils in KS2. The other classes are taught by their class teachers following a prescribed Music scheme. From Year 3 to year 6, children also have 30 minutes of Singing lessons weekly with a member of the Southwark Singing Programme.

The school practises and sings new hymns and songs together, especially for Mass, and listens to a wide variety of music at the beginning of each assembly, as well as having weekly hymn practice sessions led by Miss Atkinson. The school has a choir made up of pupils in Key Stage 2 that meet once a week to practice for special events e.g. Southwark Winter Music Festival, visits to residential home close to school, Young Voices, Summer performances etc.

It is our policy to encourage visits from musicians able to provide lessons for groups on a “private lesson basis”. This has resulted in us having 3 rock bands in the school led by Alex from Rock Steady School. The bands rehearse 30 minutes every week.

Music is celebrated in performance and displays including:

- Participation in school assemblies and Masses providing opportunities for both individual and group singing and instrumental performance.
- Involvement in and school performances throughout the year. This includes Nativity productions, Easter assemblies, End of Year 6, Leavers' production.
- Choir performances during assembly time to show what the children have been working on and celebrate their efforts as well as out of school performances mentioned previously.

Resources

Music is a foundation subject in the National Curriculum. We encourage our staff to teach music throughout topic work, through a cross-curricular approach to learning. Planning is mostly centred around the foundation topics as well as the inter-related dimensions, developing children's listening, appraising and composing skills. Our school uses the Music Express scheme of work as the basis for its curriculum planning. Each unit specialises in one of the musical elements and develops aforementioned skills. While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music-making.

The staff have a login for the Music Express scheme. The Music Express scheme builds upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. The Music Express scheme of work links quite closely to the Early Learning Goals in the Early Years Foundation Stage and the objectives in the 2014 National Curriculum. When using the scheme, they all can use the IWB to enhance the lesson visually through videos provided and using audio from the scheme also. There is a good collection of tuned and un-tuned percussion instruments. Each class in EYFS and KS1 have their own music box, which provides them with percussion and un-tuned instruments to use during their weekly lessons. For KS2, there is a music area which has a wide range of instruments for children to use during their lessons also. There are sets of chime bars, hand bells, mini steel pans and glockenspiels for small group work and hand bell sets. There is a well-kept piano in both Key Stage halls and a full-sized keyboard in the resources cupboard available for use. There are a variety of song and hymn books around the school as well as power points and CDs for individual hymns. Along with this, there are many CD's (Young Voices, Musicals, Popular music) kept by the Music coordinator that all staff can use if they want to go beyond the scheme.

Teachers also have access to other ideas and resources and are expected to adapt any published materials used to meet the needs of their pupils. We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible. All classes have access to IWB's with internet access which opens up many more resources like the SingUp website we have a subscription to.

Assessment and Recording

Children demonstrate their ability in music in a variety of different ways. The music specialist of the school will give the teachers feedback of the children's achievement at the end of the term in which she has taught the class. Teachers will assess children's work in music by making informal judgments as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Pupils are also encouraged to make judgments about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. We use this as the basis for assessing the progress of each child and year group as a whole.

Equal Opportunities

Every child will have the opportunity to participate fully in the activities planned both within and outside the classroom. Instrumental lessons are provided by the LEA for some children. Music activities are often the place where SEN and EAL children can shine and feel a great sense of achievement. To facilitate access for EAL and SEN pupils, a wide variety of hymns are practised using Makaton and sign language. There is a Music Area in the KS2 Hall where children can spend time there and develop their musical skills. There are many ways in which they can join in, and children with behavioural difficulties are able to express their feelings through music.

Gifted and Talented children must be recognised in Music lessons and their skills encouraged. Class teachers can recommend that a child takes up a musical instrument or joins the choir. Instrumental teachers are always on the lookout for talented pupils who can fast track music exams and join local orchestra groups. Learning an instrument can also be a really stimulating challenge for children who are more able in other areas.

Monitoring

The Subject Leader for music will monitor Music within the school and will provide a curriculum audit once a year based on planning and any other evidence. The Subject Leader will support staff where required through planning, using resources and Music focused staff meetings.

- The Music Subject Leader will support colleagues where needed in their teaching and provide appropriate staff development training where necessary.
- The Music Subject Leader will also keep staff up-dated with examples of musical activities and useful teaching resources.
- The Music Subject Leader will ensure that the Scheme of Work is in use throughout the year groups, and will help with implementing this.
- The Music Subject Leader will keep informed about current developments in Music, through attending various training sessions and accessing a range of resources. This will enable the Music Subject Leader to provide a strategic lead and direction for this subject in the school.
- The Music Subject leader will lead the school choir and organise both internal and external performances for the school's choir.
- The Music Subject Leader will maintain the music area and instruments.
- The Music Subject Leader will liaise with the Music Service and specialist music teachers.
- The Music Subject Leader will ensure that children are exposed to external musical performances.

Other policies and documents to be read in conjunction with the Music Policy:

National Curriculum 2014
Teaching and Learning Policy
SEN Policy and Single Equality Scheme

Policy monitoring and review

The Head teacher, Senior Leadership Team and Music Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Music Subject Leader will report to the governing body on the effectiveness of the policy.

We are aware of the need to regularly review our policy to take account of new initiatives, changes in curriculum or developments in technology.

This policy will be reviewed during the Summer 2026
(unless any curriculum changes occur before this time)

Reviewed By: Ms Lesley September 2025