

St John Vianney Catholic Primary School, West Denton



Through following Jesus, we aim to be a caring, happy school, where everyone is valued and appreciated and can reach their true potential. We hope to act justly, love tenderly, and walk humbly with our God

Music Policy 2023-2025

Date reviewed: November 2023

Date of next review: November 2025



Our whole school curriculum vision

Vision

At St John Vianney Catholic Primary School, we endeavor to provide a broad and balanced curriculum which inspires and provides opportunities for success for all of our learners. Through our curriculum, we strive to create independent, curious, creative and critical thinkers, problem solvers and innovators. We aim to provide engaging learning opportunities that encourage our pupils to develop and fulfil their potential academically, socially, emotionally and spiritually. We strive to provide a range of activities and opportunities through a carefully sequenced and progressive curriculum in all subject disciplines, which fosters a passion for learning, stretching beyond the confines of primary school and creates lifelong learners. Our vision is that our curriculum will ignite passion, expand horizons and raise aspirations for all of our learners. We aim to equip our pupils with the knowledge and skills that will prepare them for the world of work in an ever-evolving landscape, and with the confidence, resilience and tolerance to live harmoniously with others.

Intent

Through our curriculum we aim to:

- be inclusive to all learners and provide opportunities for all learners to succeed, regardless of their individual starting points;
- foster a lifelong love of learning;
- develop a rich subject knowledge, including substantive and disciplinary knowledge, conceptual and procedural knowledge;
- make meaningful links between topics within a subject, between different disciplines and across year groups;
- make links to the world in which we live, which goes beyond the white western experience, thereby instilling a positive attitude of respect and tolerance of other societies, cultures and religions;
- raise the self-esteem of children as capable and resourceful learners;
- develop children's ability to think creatively, solve problems and innovate;
- develop children's capacity and confidence working independently and collaboratively;
- to understand the purpose and value of their learning and how it is placed on a timeline of the past, present and future.

We believe that all learners should experience success across the curriculum and be allowed to develop their own interests and passions within the curriculum. Therefore, our curriculum is delivered with the understanding that all of God's children are blessed with different talents and skills, and the knowledge that there is 'something for everyone' within both core and foundation subjects. For this reason, we ensure that the same value and high standards of learning and teaching are upheld in all subjects across the curriculum. In ensuring success for all children across the curriculum, we aim that this will create confident, resilient and impassioned children who have high self-esteem as learners.

Alongside academic success, the emotional, spiritual and physical wellbeing of children is of high priority, and as such, regular and meaningful opportunities for personal development are integrated throughout the curriculum. We believe that it is our duty to educate and develop the whole child. Our PSHE and RSE curriculum has been refined to ensure that pupils build positive relationships with others, feel valued and those who are most vulnerable are identified and supported. Our curriculum has the flexibility to respond to the needs and priorities of our children and of the local area.

It is our aim that all children develop a knowledge and understanding of and take pride in the British Values of our rich and diverse society and its history. Throughout the curriculum, we present children with the experiences of a diverse range of people, through texts, key figures in different disciplines and exploring the history through a lens that is not always that of the white western experience.

We believe that successful learners are aware of the key skills and strategies of that help them to 'know more and remember more' and make progress. We developed a toolkit of fundamental characteristics of effective learning – LEARNER. These principles are explored with children and modelled within lessons by teachers, creating an ethos of 'lifelong learning' within St John Vianney Catholic Primary School.

At St John Vianney Catholic Primary School we aim for all pupils to receive a broad experience in Music. Music will feature as part of the termly plans.

Intent of the Music

A high-quality Music education should provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave St John Vianney Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

Our aims:

- Children are engaged and motivated to deepen their knowledge in specific areas linked to the National Curriculum
- Deepen children's knowledge and understanding by planning extracurricular visits/ performance opportunities relating to music
- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions
- Develop a child's understanding of music through these activities
- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Give children the opportunity to perform music both vocally and with instruments
- Encourage the children to explore a wide range of sounds
- Give them the opportunity to compose music and express their ideas and feelings through music

- Experience listening to music of a variety of styles and cultures
- Develop a child's appreciation of the richness of our musical heritage
- Provide an array of performance opportunities so children can feel part of a community.
- Encourage high standards in performance
- Be motivated to enjoy and succeed in music
- Encourage children to express ideas and opinions about music
- Give each child the opportunity to develop their musical talents
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others

Implementation

- Design and construct a varied and engaging long term plan that is ambitious and ensures the projects are linked to the National Curriculum but are also linked to the interests of the children in school.
- We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising.
- Children are taught to make music together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

National Curriculum

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Planning

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each project. Planning ensures progression throughout the scheme of work so that the children are increasingly challenged as they move up through the school. Long term planning is compiled across a whole school basis, which is determined by the requirements of the 2014 National Curriculum and the EYFS Curriculum. Planning is monitored by the Senior Team and the Music Champion.

	Early Years	Key Stage 1		Key Stage 2			
	30-50 months: <ul style="list-style-type: none"> • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Captures experiences and responses with a range of media, such as music. ELG: They represent their own ideas, thoughts and feelings through music.	Pupils should be taught to: <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes. • play tuned and untuned instruments musically. • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 		Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • improvise and compose music for a range of purposes using the inter-related dimensions of music. • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • develop an understanding of the history of music. 			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary and Musical Language	Musical Language is cumulative. Language is acquired by practice. It is our intent that by the end of KS1 the vast majority of children working above the expected standard will be able to define most of the musical words of Key Stage One.						
	Loud, quiet, fast, slow, music, instrument, play, song, sing,	loud, quiet, fast, slow, low, high, speed, volume, write music, compose, composer, conductor, pitch, rhythm, guitar, ukulele, penny whistle, violin, trumpet, piano, drums, names of untuned percussion instruments, bar, bar line, orchestra, tune	dynamics, forte, fortissimo, pianissimo, piano, mezzo forte, tempo, violin, viola, cello, double bass, trumpet, trombone, cornet, horn, tuba, piccolo, flute, clarinet, oboe, bassoon, crotchet, crotchet rest, note, tied crotchet, minim, quaver, quaver rest, semibreve, semiquaver	string, brass, wind, percussion, orchestra, tune, instrumental, vocal notation, stave, treble clef, dotted notes, performance, choir, ensemble, crescendo, diminuendo, decrescendo	melody, harmony, genre, opera, pop music, jazz, folk and traditional, rock music, classical music, acapella, lento, adagio, tutti, dotted notes	time signature, rhythm (a deeper definition), scale, major, minor, pentatonic, mode, soprano, alto, tenor, bass	fine, legato, chord, block chord, arpeggio, glissando, ostinato, riff, bass clef, timbre

<p>Singing / Instruments</p> <p>Children are given the opportunity to play untuned percussion instruments. They learn turn-taking and playing together. Children are taught discipline with instruments, learning when to play and when to stop. Children learn songs of increasing complexity. Children focus on pitch, motor skills, listening, and language.</p>	<p>Singing and games are the main focus of music lessons. It is our intention that by the end of KS1 children can sing musically, feel the pulse and be able to clap along in time, use and understanding simple rhythms. Repertoire chosen includes appropriate seasonal songs. Example repertoire covered:</p>		<p>Children are to be taught how to play the Penny Whistle as well as furthering their vocal skills.</p> <p>Children learn to sing musically in a group. By the end of KS2, children will be able to sing in 2, 3, and 4-part rounds. They will also be taught to sing in at least 2-part harmony. Children will be taught increasingly complex repertoire with progressive length and difficulty across KS2.</p>	
	<ul style="list-style-type: none"> • The Big Ship Sails • Three Jolly Fishermen. • Head and Shoulder • Baby, one, two, three • Cobbler, Cobbler. • Walking Through the Jungle. • This is My Trunk. • I've Got A Grumpy Face. 	<ul style="list-style-type: none"> • Throw, Catch. • I Like the Flowers • Jumping Up and Down • When I was One • Put Your Finger on your Nose • Bobby Shafto • Keel Row • Happy Sun High • When My Aunt Came Back • Swimming, Swimming 	<p>Children are introduced to play the Penny whistle or Recorder (in Year 4). They are introduced to the mechanics of playing and build a repertoire of tunes including:</p> <ul style="list-style-type: none"> • Mary Had a Little Lamb • Twinkle Twinkle • Happy Birthday • The Skye Boat Song. <p>Across Year 4 children learn instrument specific skills. For example, breath control, finger placement, octaves, note separation, and tonguing.</p>	<p>Year 5 given opportunity to perform in international concert hall.</p> <p>Children learn tunes in different time signatures. E.g. 6/8 jigs.</p> <p>Children can play a tune by reading standardised notation.</p>
<p>Performing</p> <p>Children are given the opportunity to perform as a group throughout the school year.</p>	<p>Children are introduced to untuned percussion instruments, taught how to play them, and what the names are. Children are encouraged to improve self-discipline and patience as part of playing musical instruments. Children will be given opportunities to perform singing to each other and to audiences, for example school assemblies and seasonal productions.</p>		<p>Children are given the opportunity to perform to each other in small groups. Some children will perform solo to the class.</p>	<p>Children are given the opportunity to perform to each other solo or in small groups. Some children are given the opportunity to perform solo to an audience during seasonal and ad-hoc performances.</p>

<p>Composing</p> <p>Children are guided to create their own rhythms on the untuned percussion.</p>	<p>Children are taught the purpose of a conductor. Children will compose their own rhythms and play the rhythms composed by classmates.</p>	<p>Children are guided in using their previously learnt knowledge to work in a group to create their own song on a subject of their choice. Children will compose rhythms and both perform and write them down.</p>	<p>Children use their previously learnt knowledge to work in a group to create their own song on a subject of their choice with increasing independence. Children will use taught knowledge of playing the penny whistle and composition to create their own pieces. They will attempt to notate their piece using standard notation.</p>
<p>Listening and Appraising</p>	<p>Children will listen to a wide variety of recorded and live music including live musicians in school, YouTube and Spotify. Music genres covered will include folk, jazz, instrumental orchestral, opera, pop, gospel, musical theatre, and rock.</p> <p>Children are given the opportunity to appreciate the music. They will be encouraged to share their opinions and thoughts of the music heard/ musicians seen with increasing detail and musical vocabulary. A KS1 example might be 'because it is fast,' where as an upper KS2 example could be 'because I liked the harsh brass timbre in the beginning.'</p>		
	<p>The children play clapping and rhythm games to further improve their sense of pulse and rhythm and to prepare them for the introduction of instruments.</p> <p>By the middle of Y2 children will understand that as a subjective subject it is absolutely allowed to not like the music but they must be able to explain why.</p> <p>Children learn about a variety of musical instruments and look at each of the orchestral families.</p>	<p>Children will develop their listening and aural skills during all areas of musical tuition. Particularly when they are learning the Penny Whistle. Children will be able to describe changes and movements in pitch, rhythm, mood, tempo and dynamics in increasing detail.</p>	

<p>Musical Notation</p>		<p>Children are introduced to fundamentals of standard western notation.</p> <p>Children will be taught the shapes and values of crotchet, crotchet rest, quaver, quaver rest, groups of 4 semiquavers, and tied crotchets.</p> <p>They will focus on 4/4 and 3/4 time. They will use their bodies to create the notes. Children will be able to read many combinations of the above notes.</p>	<p>Children will read quaver rests and semibreves. In key stage one children will predominantly work in 4/4 and 3/4 time signatures.</p>	<p>Children will read notation of increasing complexity including ties across the bar.</p> <p>Children will be able to transcribe basic rhythms of one or two bars in length.</p> <p>Children will be able to draw a treble clef.</p> <p>Children compose using a graphic score.</p>	<p>Children will be introduced to pitch on the staff. 'Every Good Bunny Deserves Food' and FACE in the space'.</p> <p>Children will start to pair up their notation reading and their instrumental skills.</p> <p>Children will learn the basics of intervals and be able to identify a third, fifth, and octave.</p>	<p>Children are introduced to time signatures and understand what the top and bottom numbers mean.</p> <p>Children will be able to explain both common time and compound time signatures.</p> <p>Children will be able to sing songs and identify intervals within them.</p> <p>Children will have an 'interval song' that they can sing to identify major scale intervals</p>	<p>Children are able to read notation for their instrumental lessons. They are able to fluently read basic notation in multiple keys and time signatures and play them.</p> <p>Children are able to sight-sing basic songs when given a starting note.</p>
<p>Music History</p>		<p>Children are introduced to the concept of the orchestra, and through listening and appraising music gain an understanding of genre and historical context.</p>		<p>Across the year, children will look at different musical eras including the composers and instruments of note. Children will also look beyond the famous composers to the more diverse history of women and composers outside of the euro-centric canon such as Wynton Marsalis and Florence Price.</p> <p>Genres will include:</p> <ul style="list-style-type: none"> Contemporary Mid-20th Century and Early 20th Century Romantic Classical Baroque Renaissance and Early Music 			

Impact

- Children are engaged and motivated to learn developing their understanding further.
- Cross curricular links are made and this, therefore, deepens the children's knowledge.
- Children understand that the presentation and quality of work is essential in all areas.
- Children will enjoy and appreciate a wide variety of musical styles.
- Children will explore how sounds are made, and how music is produced by a variety of instruments.
- Children will develop imagination and creativity.
- Children will build a sense of pulse and rhythm.
- Children will understand a range of musical vocabulary.
- Children will develop the interrelated skills of composition, improvisation, performance and appreciation.
- Children will enjoy a wide range of songs and sing in tune.
- Children will develop positive attitudes and to experience success and satisfaction in music.

Pupils with SEN

Teacher's make appropriate adaptations to the curriculum and their teaching style. To overcome potential barriers to learning in music pupils may need support with written communication aspects of music such as symbols, encouragement to use voices expressively and to use different forms of communication such as gesture, opportunities to learn about music through physical contact with an instrument and/ or sound source and access to adapted resources or ICT. This ensures that all pupils regardless of need, are able to access the curriculum and succeed across the curriculum.

Metacognition in Music

Within all subjects at St John Vianney, teachers employ metacognitive strategies in lessons, which are based upon EEF research and guidance. In Music, these strategies are evident within lessons, through:

- activating relevant prior knowledge from previous lessons within a Music topic, across previous Music topics and previous year group Music topics (vertical curriculum links);
- activating relevant prior knowledge from other curriculum areas within the current year group (horizontal curriculum links);
- activating relevant prior knowledge from other curriculum areas and year groups (diagonal curriculum links);
- explicit instruction of musical strategies, knowledge and skills;
- teacher modelling of musical strategies, knowledge and skills, and effective learning behaviours in Music;
- memorisation of musical strategies, knowledge and skills;
- guided practice of tasks in Music;
- independent practice of tasks in Music;
- structured reflection upon understanding and learning behaviours, which is seen in Music, namely through discussions within lessons, feedback and verbal self-assessment.

Metacognition is also promoted across whole topics of work, such as through the use of topic knowledge organisers, which encourage children's retention of knowledge and skills by drawing prior learning back into the working memory, building upon it and creating schemas in the long-term memory – the principle behind this being to ensure that learning is not forgotten. Knowledge organisers allow children to keep track of their learning, where their learning is going next and any key vocabulary or techniques for the topic of work they are studying. This affords children an opportunity to monitor their own learning, which is important in fostering self-regulated learners.

Assessment

We assess children's work in Music by making informal judgements during each Music lesson. Learning is promptly evaluated after each lesson and this is then used to inform future planning. Pupils are assessed as WTS or EXP+ three times a year and reported to parents.

Monitoring

The Music subject champion is responsible for monitoring the standard of the children's work and the quality of teaching in Music. The Music subject champion is also responsible for

supporting colleagues in the teaching of Music, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The Music subject champion gives the headteacher an annual audit in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate specific time for the vital task of reviewing samples of children's work, talking to the children about Music and for visiting classes to observe teaching in the subject. These tasks are carried out at least three times a year, with staff being given dedicated time out of class to support this.

Equal Opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability, in line with the School Policy for Equal Opportunities.

Supporting Documents

This policy is to be read in conjunction with and used alongside the subject 3I statement and where appropriate the End of Year expectation document.

Headteacher's signature _____

Music Lead's signature _____

Chair of Governor's signature _____

Date: Governor approval 30th November 2023

Renewal time frame: Revisited every two years