**St Marys Church of England Primary School and Nursery**

**‘Be the best you can be…’**

**Purpose**

Music is a universal language that embodies one of the highest forms of creativity. A high quality

music education should engage and inspire pupils to develop a love of music and their talent as

musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils

progress, they should develop a critical engagement with music, allowing them to compose, and to

listen with discrimination to the best in the musical canon.

Music should be concerned with the development of the whole child. Children should be provided

with opportunities to explore the world of thoughts and feelings and to express their ideas in ways

that are powerful alternatives to the written word throughout the curriculum.

“Where words fail, music speaks.” ― Hans Chris/an Andersen

**Aims**

At St Mary’s Primary School, we aim to provide quality teaching and learning of music to

ensure all pupils:

• perform, listen to, review and evaluate music across a range of historical periods, genres,

styles and traditions, including the works of the great composers and musicians

• learn to sing and to use their voices, to create and compose music on their own and with others

• have the opportunity to learn a musical instrument

• use technology appropriately and have the opportunity to progress to the next level of

musical excellence

• understand and explore how music is created, produced and communicated, including

through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture,

structure and appropriate musical notations.

**Making use of our Locality and Wider Links**

We aim to provide strong foundations for children’s development of music education. We aim to make best use of our own facilities and those nearby.

We:

• link in with the Bath and North East Somerset Music Service

• follow the award winning Charanga Music scheme

• provide ‘real’ opportunities for children to perform: school shows, assemblies, annual school

music concert, nearby church, Christmas concerts for parents as well as elderly residents in our community

**Curriculum Intent**

Our school curriculum sets out the knowledge and skills that pupils will gain at each stage. It is clear

what end points the curriculum is building towards and what children need to know and be able to

do to reach those end points. This is set out in detail in our Charanga Music scheme. The scheme

sets out in detail:

• What children should already know before starting a unit of work

• What children will know by the end of the unit

• The progression in teaching from one year to the next

• The associated key vocabulary children are expected to learn and understand

• Adaptable individual lesson plans and resources

Our curriculum is coherently planned, sequenced and implemented so that new knowledge and skills

build on what has already been taught.

**Curriculum Implementation**

Lessons are taught by individual class teachers. Singing is also taught in weekly singing assemblies. IN addition to the cultural enrichment opportunities identified in the Scheme of Learning, ab eclectic programme of music is introduced to the children during assemblies, with PowerPoint slides about the genre and composer.

The school is able to offer a wide range of peripatetic lessons through the BANES music service. The children and parents are surveyed annually to offer this. In Key Stage 2 children learn the glockenspiel ensuring that they should leave primary school able to read music.

Through a high-quality music education should:

• Experience a wide variety of music

• Be encouraged to express their own individuality through creativity

• experience the joy of singing and playing together

• have a deeper knowledge and understanding through their experiences

• have a good understanding of notation.

• be excited & inspired by music.

Lesson design is consistent across the school, and includes:

• a clear introduction of task and context

• teaching skills necessary to succeed in a logical progression

• time to explore, compose, rehearse, perform, listen, review and evaluate

• notational development: Aural - Pictures- dots and dashes- graphic - staff

• vocal progression: age appropriate: song types-parts-range

• instrumental progression: ability appropriate: differentiated parts: pitch range

**Music in the Foundation Stage**

Music-making and singing aids the general development and well-being of our very young. Regular

musical activity both child-led and adult-led can help support children’s acquisition of language and

communication. It can aid their personal and social development, their physical agility, well-being,

imagination and creativity. Songs cover diverse topics. For example, animals, Harvest, Christmas,

Easter, Diwali, human experiences, emotions, friendships Counting songs, Nursery rhymes, etc.

Musical activities may also help towards an understanding of maths and allow us to make sense of

our world.

**Cross Curricular Opportunities**

The content and positioning of music units is designed to develop a coherent and progressive music

curriculum which supports quality teaching and learning. Links are only made with other subjects

where they can meaningfully and significantly contribute to the teaching of those areas. Possible

opportunities include:

• Drama – music can enhance any drama work, whether individual drama lessons or school

performances

• PSHCE – when children perform for members of the community, (Christmas community carol concert, Good Sam deliveries etc) they learn how much joy they can generate for themselves and others, and how music can bridge both age and cultural divides.

**Enrichment Opportunities**

Enrichment opportunities, developing cultural capital, are also an important part of our musical offer, with children visiting the theatre (in 2020, the Pantomine at Bath Theatre Royal) as well as musical recitals (musical performances at the local Secondary School and concerts at St Mary’s. most recently Braimah and Konya Kanneh-Mason, playing the violin and cello in 2019). Music is a key area for enrichment and we encourage as many children as possible to take part in musical activities outside of music lessons.

The Young Voices performances are also a highlight for our singers, seeing children performing in the world’s largest children’s choir – something we see as an importance offer in a small school, we aim to offer this experience to children every other year. Children eligible for the pupil premium are always offered a space on this exciting experience. The culmination of our work in music is our Spring Music Concert, which sees children perform on their instruments and singing.

**Assessment, Recording and Reporting**

Assessment is carried out in line with the school’s Assessment Policy and is based on the principles

of Assessment for Learning. Assessment can take place at all appropriate stages of a lesson, but

particularly within the plenary focussing on the relevant learning objectives to that lesson.

We assess how well pupils embed concepts in their long-term memory and apply them fluently;

developing their understanding, rather than memorising disconnected facts. Teachers assess how

well children are able to answer the key questions which are set out in our knowledge organisers:

the depth of their answers and clarity of their explanations. For each unit pupils are assessed to

have met the expected targets, exceeded them or not met them.

**Equal Opportunities**

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability, race or

SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable

learning challenges and respond to each child’s different needs.

Children in receipt of pupil premium are supported financially in accessing individual music tuition.

**Role of the Curriculum Action Team**

The team is responsible for:

• Ensuring progression and continuity across the key stage through the development of the

long-term plan.

• Supporting colleagues in the implementation of the short-term planning and providing

support within each unit of work.

• Monitoring progress and standards within the subject.

• Keeping up to date with developments in music and disseminating information to the rest of

the teaching staff.