



St Paschal Baylon

Catholic Primary School



Following In The Footsteps Of Christ

Music Policy

St. Paschal Baylon Primary School

Music Policy

Background Information

St Paschal Baylon Primary School presently has over 350 boys and girls aged 4-11 on roll who come from the residential areas of Bowring Park and Childwall. Within each year group there are identified pupils with special educational needs.

Aims of Music

These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the pupils.

- To appreciate a wide variety of music from different periods and cultures.
- To evoke a creative response to music through experimentation e.g. singing, composition.
- To develop awareness of different cultures and traditions through their music.
- To encourage the enjoyment of music and provide the opportunities to express ideas and feelings through music.
- To offer children the opportunity to enjoy making music together and to develop the skills necessary to achieve the highest possible standards in this activity.
- To develop skills, knowledge and understanding in performing, composing, listening and appraising.

Equal Opportunities and Inclusion Statement

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

The musical activities in our school are planned in such a way as to encourage full and active participation and enjoyment by all children irrespective of ability. This will include taking into account children's varying learning styles.

Gifted and Talented

Differentiation of each lesson supports any children who may be gifted and/or talented in music. This is done by providing open-ended activities, which enable children to demonstrate further skills than a closed task would allow. Our extra-curricular activities also provide opportunities for children to demonstrate talents in music. Children have access to peripatetic teachers (as detailed below), we have a thriving school choir which takes part in many performances and children are also encouraged to demonstrate any musical skills during each year group's assembly to parents and Key Stage/Whole school performances (e.g. Christmas productions).



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Organisation

Music will be co-ordinated by the Music co-ordinator, in partnership with all teachers. The long term plan highlights the skills to be covered in each year group. These have been taken from the new National Curriculum guidelines and the Lancashire Grid for learning curriculum. They allow flexibility as to how and when the skills are taught each year. Class teachers are responsible for ensuring that all of the skills, highlighted for their year group, are taught by the end of the summer term, for that academic year. Each year children are provided with the opportunities to develop their skills, knowledge and understanding in performing, composing, listening and appraising.

It is the class teacher's responsibility to use the planning material and resources available to deliver engaging and enjoyable lessons. Resources are audited and updated by the music co-ordinator.

Class teachers will support children's musical development, knowledge and understanding through activities aimed at listening to the elements of music. These are:

- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Pitch
- Structure
- Silence

There are year group specific and key stage specific resources to support teachers' delivery of this material, including interactive whiteboard activities.

ICT is used to support children's musical development. This may be in the form of an interactive whiteboard activity or using sound recording equipment which has been installed on school laptops.

Monitoring and Evaluation

Every child is assessed to ensure continuity, progression and achievement in music. This is carried out during the class teachers' formative assessments in lessons. Formative assessments are made through observations that may include: watching a child select a particular instrument for a specific purpose, discussions with a child during a listening activity or observations of a child's skill during a performance.

Class teachers are to use a summative assessment grid to record the achievements made by each child throughout the year, in relation to the matters, skills and processes highlighted in the program of study. This will be passed onto the child's next teacher to identify gaps and to ensure that the same concepts are not repeated.

Subject Specific Issues

Children have access to peripatetic teachers from the Schools' Music Service, who come into school to teach:

- Recorder
- Flute
- Guitar
- Keyboard
- Violin
- Clarinet
- Trombone

Children with exceptional skills are entered for national music examinations.

Dissemination

The music policy will be made available to all teaching staff and to all those who have access to the Staff Handbook. There will also be a copy of the policy kept by the subject co-ordinator and an electronic copy kept on the school's shared drive.

Review

This policy is reviewed informally at the end of each academic year and updated and amended where necessary.

Next policy review: Summer 2018.

Signed (subject co-ordinator)(date)

..... (Head Teacher)(date)

..... (Chair of Governors)(date)