



St Ambrose Catholic Primary School

Music Policy

2023-24

## Intent

Music enables our children to be critical thinkers as it requires them to constantly evaluate their and their peers' performances and compositions, as well as pieces by a range of composers. Children are encouraged to be advocates for change as they look at the way music can bring joy to people and bring people together. It also encourages independence and resilience with a large emphasis on rigorous practise and learning from mistakes.

The Music curriculum has been designed around the requirements of the National curriculum. For Key Stage 1, Music is taught by class teachers using the 'Sing up' scheme to ensure all skills in the national curriculum are provided. In year 3, our children are taught by our music co-ordinator Mrs Grundy. This is their opportunity to learn an instrument and all children learn the recorder. For years 4-6, we have carefully selected a specialist peripatetic Music specialist from One Education to teach the skills outlined in the National Curriculum and to support the curriculum needs in the performing and composing strands, ensuring appropriate challenge and progression is provided across Key Stage 2. We provide children with a balance of the three key strands of Music - performance, composition and listening - aiming for the children to be competent musicians by the time they leave the school. We aim for them to be able to use the skills they have accumulated (and retained) to unlock the skills required for further study in secondary education.

Enrichment opportunities are utilised through Music assemblies (a showcase of the children's talent), performances in the local area and performances with other schools and groups.

## Implementation

In years 1-3, class teachers are supported by the music co-ordinator to deliver music through the 'Sing up' scheme of learning. Half termly planning meetings are held to ensure the class teachers have the appropriate subject knowledge needed, to ensure they understand the skills that need to be taught and how to build on from previous units.

In years 4-6, the specialist teacher meets with the music co-ordinator once a half term to triangulate lesson planning, classroom evidence, learning walks and pupil voice. Future planning is also discussed to ensure pupil's next steps are

identified and addressed through rigorous planning. The curriculum is then adapted where appropriate.

Throughout all terms, children are exposed to a variety of composers and music genres, building up their knowledge of familiar music. Children learn to evaluate music and think critically about it. This is also revisited by teachers with regular opportunities in class to listen and appraise, often linked to their curriculum topic.

Teachers regularly check children's understanding through their practical (e.g. performances) and recorded work (e.g. compositions), asking effective questions to understand children's musical skills as well as their ability to work as part of a group. Children are given effective feedback on how to improve and are given opportunities to practise. They are taught how to critically evaluate their performances and compositions in order to see where further improvements can be made. Assessments made by the specialist teacher and moderated with the music co-ordinator to ensure accuracy of judgements.

### Impact

The impact of the Music Curriculum can be seen in the children's performances of their own compositions and those of established composers, in the recorded work, but more importantly in the way in which children can articulate what they have done and why. The success of Music can also be gauged from the enthusiasm and passion of the children and teachers, recorded using pupil voice.

Formal assessments are made twice a year, however ongoing meetings and discussions with the specialist teacher ensures that planning always meets the needs and next steps of the children.