**Policy Aims**

At St Matthew’s our vision for music is that every child has access to high quality music experiences that engage and inspire them and allows for their creativity and freedom of expression. This is particularly important for children with additional needs, therefore, we provide all children with appropriate opportunities to play, create and perform music and to enjoy and appreciate a variety of music styles through cross-curricula use of music and by using various methods of teaching, such as physical learning (feeling vibrations of sounds), auditory and visual senses.

Our aim is for every child to leave St Matthew’s C of E Primary with a good level of musicality, including a range of musical skills, knowledge and an understanding of notation and varying genres’ and a love of music overall.

**Implementation**

At St Matthew’s we encourage children to participate in a variety of musical experiences as this is proven to help develop social, language and communication skills and can also build children’s confidence and resilience levels and increase mathematical attainment too.

Music is taught by progression and we are currently following the Charanga music scheme for schools, and whilst we are aware there is a slight lapse in overall coverage, such as in performance opportunities, we compensate for this shortfall in the scheme by incorporating performance into our assemblies and festivals or shows and in developing this, children can form a way of expression and their ability to listen to others, singing is a further element in supporting this and a such, singing is an integral part of our school life and includes daily class or whole school assemblies and worship. This will then give children the confidence and ability to compose simple pieces of music, perform them, listen to others, and then appraise their peers, whilst working collaboratively and giving them the basis of life skills in co-operation and teamwork.

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 throughout the school and caters for the individual needs of children.

**Music in the Early Years**

We teach music in accordance with the EY Foundation Stage. Both, Nursery and Reception classes have musical aspects woven through the curriculum in an integral way, and as part of each day. We do this in various ways, as examples, using tuned and untuned percussion instruments, body percussion games and stories and singing songs and Nursery rhymes.

Counting songs and nursery rhymes further promote and encourage differing areas of development, including the mathematical ability of children, and by using songs across the prime and specific areas of the EYFS and including songs from different cultures, this increases a child’s knowledge and understanding of the world.

Children are taught to hear the pace and tempo of music and simple notation by using pictures as representation instead of notes.

**Music in KS1 – Years 1 and 2**

Continuing from the taught elements of music in the EY, children in KS1 are taught the simple notation of pictures with some notes replacing the relevant pictures, which are then slowly replaced by notes on staves in year 2. This ensures that notation is seeded securely, and children are then ready for further aspects and a deeper understanding when they transition into year 3.

As well as using Charanga, the National Curriculum is actively worked into what children are taught and this is: to use their voices expressively and creatively (singing songs, speaking chants and rhymes); playing tuned and untuned instruments, musically; to listen with concentration; understand a range of high-quality live and recorded music from various genres and styles; and to experiment with, create, select and combine sounds using the

inter-related dimensions of music (pitch, timbre, structure etc).

**Lower KS2 – Years 3 and 4**

Building on the previous year’s, through Charanga, lower KS2 start to learn about the history of music and how to play instruments using the correct technique. Years 3 and 4 have weekly access to, and learn to play the Glockenspiel, musically and with expression.

**Upper KS2 – Years 5 and 6**

In addition to the continued scaffolding of knowledge children receive from their teachers, upper KS2 children have peripatetic music lessons from the Stockport Music Service (Hub), which provides instrument tuition of the Ukulele, once a week.

**Cross Curricular Links**

It is the class teachers’ responsibility to bridge other areas of the curriculum to Music, broadening the pupil’s experiences. The teaching of Music enhances other curriculum areas and as such, music lessons can be adhoc to support or extend other areas of learning and to enhance engagement of lower all children.

**Differentiation**

The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to their abilities. Children with exceptional musical skills will be identified at an early stage. St Matthew’s will support these children by discussing with parents the advantages of receiving appropriate peripatetic music tuition and they will be supplied with details of the local music hub service. Opportunities will be given to these children to perform in the classroom, during assemblies and in school concerts, by the means of group or solo pieces.

**The impact of this music policy will allow children to:**

* enjoy and appreciate a wide variety of musical styles
* explore how sounds are made, and how music is produced by a variety of instruments
* develop imagination and creativity
* build a sense of pulse and rhythm
* understand a range of musical vocabulary
* develop the interrelated skills of composition, improvisation, performance, and appreciation
* enjoy a wide range of songs and sing in tune
* develop positive attitudes and
* to experience success and satisfaction in music.

**Extra-Curricular and Musical events at St Matthew’s**

St Matthew’s provides several opportunities for children to take part in extra-curricular music, including a choir and recorder club. They also take part in wider community activities and concerts, when applicable such as, young voices or Christmas Carol services in local nursing homes and at Chester Cathedral and St George’s Church and termly at services within St Matthew’s Church.

Festivals are celebrated throughout the year e.g. Harvest, Easter, Christmas. Similarly, class assemblies are held, and include appropriate musical entertainment, where the whole school participate.

Children are given the opportunity to listen to a range of music at the beginning and end of our school assemblies too.

**Resources** available

* Staff have access to the Charanga music scheme – all teachers have individual logins
* Staff have internal music training where ideas are given to help the cross curricula use of music.
* A sound system, a laptop and projector in the hall, with use of microphones.
* Classroom computer and I-pads.
* A range of musical resources on CD which includes classical, popular, and cultural music
* A selection of untuned percussion instruments, triangles, woodblocks, drums, guiros, casabas, and others
* Tuned instruments – A piano, glockenspiels, chime bars, boom whackers and recorders.

**Assessment**

Children can demonstrate their ability in music in a variety of different ways. Teachers will continually assess children’s work in music by making informal judgements as they observe them during music lessons. Video recordings, where applicable/appropriate are made of live musical performances for the children to use as a self-assessment tool, which can increase communication and social skills, and confidence and their self-esteem. Children will be given oral feedback on any performance that they give from a relevant teacher. Older and more able pupils are encouraged to make judgements about how they can improve their own work. Individual class teachers will keep samples of children’s work in music for their own evidence.

The Music Progress Map, supplied by the Music Hub (see Appendix) will enable teachers to assess whether children are working below, above or at the expected level at the end of each year. This map will follow children from starting in St Matthew’s Nursery through to finishing in Year 6 and this helps to ensure that each child will always be accessing music at their own pace and ability.

**Inclusion**

All musical activities should be carefully planned by the class teacher and be differentiated, where appropriate for children with SEN, and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind and the learning experiences in music will be available to every child, regardless of race, gender, class, or ability.

Children will be encouraged to value social and cultural diversity through musical experiences. They will listen to a variety of experiences in a positive and constructive role, whilst also having an active participation role. Some percussion instruments, for example, rain makers, guiros, and castanets offer children an initial introduction to instruments from around the world.

At St Matthew’s, we recognise that in all classrooms, children have a wide range of musical abilities, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Providing a wide range of sources helps us to broaden and deepen children’s knowledge and we achieve this in a variety of ways, by:

* setting tasks which are open-ended, having a variety of responses,
* setting tasks of increasing difficulty
* grouping children by ability and setting different tasks for each group
* grouping children in mixed ability groups
* providing resources of different complexity, depending on the ability of the child
* using classroom assistants to support the work of individuals or groups of children,
* and giving children consistent encouragement and praise to succeed.

**Role of the Subject Leader**

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

* Discusses progress with the Head Teacher and evaluates strengths and weaknesses in music,
* Keeps SLT, colleagues and school governors informed about developments in music and provides direction and ideas, leads for the subject,
* Monitors and reviews the success of the Charanga music scheme and evidence of children’s work, advising on any action needed,
* Supporting colleagues in their planning and implementation of the scheme of work and in assessment, the progress of their children against the age-related expectations.
* Maintains a file of evidence, recording a range of music activities throughout the school.
* Carries out the requirements of the school improvement plan linked to music.
* Arranges external music providers to work with different year groups,
* Arranges appropriate staff training sessions,
* Undertakes continual professional development and attends music-leader meetings to ensure music is kept updated and fresh.
* Updates the school music policy







