



OUR LADY AND ST BENEDICT CATHOLIC ACADEMY MUSIC POLICY STATEMENT

Our Mission Statement:

Loving, Learning and Looking forward with Christ

Following the example of Our Lady and St. Benedict we are rooted to Christ in all that we say, do and think. Within our safe Catholic family we love, learn and ensure children are ready for their next step in society with Christ as their purpose.

Introduction

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education will engage and inspire our children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, cultural capital and sense of achievement. As our children progress, they will develop a critical engagement with music, allowing them to perform, improvise and compose, and to listen with discrimination to the best in the musical canon.

Aim

At Our Lady and St Benedict, we want our children to be interested and excited about the art form of music, the international language and soundtrack to our lives. We want children to understand that music connects us through people and places in our ever-changing world, as a creative, collaborative, celebratory and challenging artistic expression. The ethos at Our Lady and St Benedict promotes music as a force that can bring our wider community together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils performing. Our children should appreciate how the sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust.

Intent

Our music curriculum is rooted in the national curriculum for music and aims ensure that all children:

- 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 improvise, 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.

Implementation

Our Lady & St Benedict Academy employs a specialist music teacher as part of the wider Newman Catholic Collegiate of schools. In utilising the *Charanga Musical School* scheme to aid the music teaching, weekly lessons for each year group in the school is supported. The MMC (Model Music Curriculum – March 2021) non-statutory framework which compliments the National Plan for Music, reinforces the scheme and promotes a strong core set of competencies and shared knowledge. *Charanga* also offers editable lesson plans, assessment, clear progression models, and engaging and exciting whiteboard resources to maintain all the requirements of the national curriculum. It allows the music plan of Our Lady and St Benedict to go well beyond the core supplement of the MMC. As the scheme is completely adaptive, opportunities to incorporate leads from cross curricular links with other subject areas are routinely exercised.

In line with the curriculum for music and guidance from Ofsted, the *Charanga* scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

To avoid extensive gaps in knowledge due to COVID restrictions and lockdowns, a full recovery plan is being implemented to ensure gaps in curriculum coverage are diminished. Home learning portals offered using the *Charanga YUMU* scheme of work were utilised during lockdown for each individual child. Their usage of the portal was consistently monitored to keep abreast of each child’s consolidation of existing knowledge, and including new learning. This information has influenced the recovery plan. Regular revisiting of previously covered musical work, performance projects and “what do I know” revisions, will be a focus in Music lessons to ensure that prior knowledge is secure and embedded, and children remember more and know more. Any deviance from the medium term plans due to trips or other activities are caught up in the following timetabled lessons.

In addition our specialist Music teacher also offers ukulele workshops to KS2 children alongside choir/singing training and each year the school is involved in musical events. These include Christmas and summer concerts, *Young Voices* national concerts, collaborations with sister schools within the collegiate, and performances within the local community.

Impact

Our well-planned music curriculum ensures that children understand and know how music is created, produced and communicated, including through the inter-related dimensions of music and appropriate musical notations. Through the breadth and depth that our curriculum offers, children are confident musicians, performing to a range of audiences and discussing their musical journey. Our curriculum enables children to progress to the next level of musicianship. We want our children to gain a love of Music that will remain with them for the rest of their lives

Development of the child

At all Key Stages, each unit of work comprises the **strands of musical learning**, which reinforces the requirements of the National Curriculum of music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
3. Performing

Musical experiences are implemented which develop each of the interrelated skills of pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation. Performing, composing, improvising and appraising are extended by applying listening skills and a knowledge and understanding of music as an art form.

Foundation Stage

Within the Foundation Stage children listen carefully and respond physically to a wide range of styles of music. They learn how to explore sounds by playing a range of percussion and tuned instruments. They also sing and rap rhymes, action songs, popular songs and hymns from memory, adding accompaniments to existing works and creating short compositions.

Key Stage 1 and 2

In accordance with the National Curriculum, by the end of each key stage pupils are expected to know, apply, and understand the matters, skills and processes practiced within the strands of musical learning: *Listen and Appraise*, *Musical Activities*, and *Performance*.

Key stage 1

Pupils are taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes

- Play tuned and un-tuned 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

In Key Stage 2 pupils are expected 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 are 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/stave and other musical graphing 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.

Assessment

Assessment at Our Lady and St Benedict is supported by adapted planning and assessment documentation provided by the *Charanga* scheme, alongside the facility to upload and store digital evidence. Children's progress and attainment is monitored in the form of close observation during class discussions, activities and performances. Formative assessment informs subsequent learning and is used to evaluate pupils' knowledge and understanding on a consistent lesson to lesson basis. In order for pupils to gain conceptual understanding of their musical education and to provide evidence of this, a repetition based approach to each strand of learning is planned into lessons.

Formative assessment at Our Lady and St Benedict involves qualitative feedback for both pupil and teacher, focusing on the details of content and performance within the lesson with either written notes documented or digital evidence recorded. Engaging with pupils in conversation alongside self-assessment and feedback sheets are regularly completed within each year group, so as to create a clearer picture of individual progress and help inform assessment and future planning.

Performance is central to the consolidation of musical learning and digital recordings are therefore used as the basis for much of the summative assessment process. Assessment logs for each child in each year group record the combined musical outcomes for each strand of learning (Emerging, Expected, Exceeding), from each unit of work. Enrichment activities are also recorded for individual students that report any experiences of music outside of school such as private instrumental lessons, performance opportunities, external examinations, and concert attendance. Formal reporting takes place within the annual report to parents.

Equal Opportunities and Inclusion

Music has a rare and unique ability to bring people together, music making can make a whole class, school, and community feel connected to others and part of something bigger. 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. Technological advances have made available new tools and adaptive instruments to a growing set of resources at Our Lady and St Benedict, leading to improved access and greater choice for all pupils to realise their creative potential. Each child has the opportunity to perform using a range of instruments on a regular basis. The needs of children with specific requirements are catered for by differentiated experiences, open-ended tasks and the allocation of appropriate instruments. Children have the opportunity of joining the extra-curricular and after school groups.

Teaching takes account of the three principles of inclusion set out in the National Curriculum, which relate to: setting suitable learning challenges, responding to the diverse learning needs of pupils, overcoming potential barriers to learning and assessment for individuals and groups of pupils.

It is necessary to be aware of the EHCP/Pupil Passports that apply to children being taught in the class. For pupils with SEN, tasks are scaffolded accordingly so that all pupils are included. Teaching assistants may support individuals or groups of children within the lessons.

Monitoring and Review

Monitoring of the subject takes place by the Subject Leader, through learning visits, book scans and pupil conversations, once a term. The Subject Leader reviews Music resource provision and supports teachers via co-planning, sharing subject knowledge, observing and giving feedback. Subject leader network meetings between music practitioners within the collegiate are also undertaken to promote a consistency in provision, to benefit children in their transition from primary to secondary education. It offers a valuable opportunity to share ideas, resources and topic knowledge with colleagues, as well as an avenue to report relevant training opportunities, support overall school improvement and inform future planning. A subject action plan is in place which is RAG rated termly to support school improvement and inform future planning.

Agreed by governors: 13 June 2022

Review date: June 2024