



St. Augustine's Catholic Primary School Hoddesdon



Music Policy

September 2024

Updated: September 2023

Review: September 2024

MISSION STATEMENT

*We come to school to live
by loving ourselves and each*



*and learn happily together
other as Jesus taught us.*

Aims and Objectives

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music supports the children in understanding the world in which we live. Besides being a creative and enjoyable activity, music can be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The aims of music teaching are:

- Develop an engagement between singing different genres of music. Exposing children to different musicians from around the world, so that they can listen and appraise a broad range of artistry.
- Allow children access to multiple instruments. Exploring notation through playing a wide range of musical instruments - verbally, visually and physically.
- Give children multiple opportunities to embed musical vocabulary into their diction. Help them understand and use a multitude of musical terms inside and outside of the classroom.
- Begin to introduce children to technical systems that allow children to gauge and understand how music is formed.
- Ensure all children have the opportunity to know, understand and describe how music works.
- Allow children to experience opportunities of deconstruction (analysis) and construction (creating) throughout their academic year to promote the significance of music, as well as ignite potential interest within areas.
- Promote the history and geography of music to all children. Encourage teachers to explore different music from all around the world. Investigating what and how music, has been, and, is now, supplemented within different cultures and religions.
- Encourage and strengthen children's personal attachment with music. Help them discover their preferences and musical identity through the implementation of an enriching and nurturing musical curriculum.

Teaching and Learning Styles

3 Areas: Technical, Constructive and Expressive.

Technical

At St Augustine's Primary School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. We have weekly, whole school hymn practices to ensure all children have the opportunity to sing and learn new songs.

Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. Therefore, children are able to widen their knowledge of musical genres and styles.

Our children are also provided with enriching opportunities that allow them to explore musical instruments. The instruments on offer are: percussion, woodwind, keyboard and guitar. Charanga prioritises the use of Glockenspiels and Reorders within their scheme, so our children are guaranteed to use every academic year. There are peripatetic music teachers who available to teach certain instruments with more expertise.

Through our Charanga planning we are able to provide efficient learning experiences that allow children to understand the technicality of music. The resource allows us to show the children how music can be composed, how notation can be adjusted and how singing/playing of instruments are accurately completed.

Constructive

We also ask the children a variety of questions about the contents of songs which not only helps them build a deeper understanding of the music, but also helps deepen their comprehension skills. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music.

Within this branch of learning, children are exposed to the construction of music as well as the deconstruction. They are a multitude of opportunities that encourage them to create and compose music from all genres. Before that, children are able to deconstruct examples of music. Through analysis of how each element works, children are able to construct with a greater understanding of how it should be implemented.

Expressive

Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

During this stage, children are encouraged to learn the history, geography and background of musical genres and styles. These opportunities promote a sense of comparison or relation within the children and genre of music. Evidently, this will be useful for our children to have an abundance of musical vocabulary.



Tisha

Technical 🎵
 Singing, Playing
 Instruments, Knowledge of
 Vocabulary, Understanding
 of Technical Systems.

Chart



Constructives 🎵
 Knowing how music works,
 Deconstructing (analysis),
 Constructing (creating), 🎵



Elijah

Expressives 🌍
 History of music,
 Geography of music,
 elements of music, personal
 attachment with music.



Style Zookeepers

SEND/Differentiation Support

We recognise that in all classes, children have a wide range of musical ability, so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty;
- Sometimes grouping children by ability and setting different tasks to each ability group;

- Providing resources of different complexity, depending on the ability of the child;
- Using teaching assistants where available to support the work of individuals or groups of children;
- Providing specialist support where individual children have particular gifts or talents.
- Within lessons, explaining to the children what their 'Helping Tools' are if they need any assistance with the context on the lesson.

Intent

Intent focuses on everything before a lesson is taught:

- What are you teaching and why?

The teaching of music in St. Augustines is an intrinsic element of our Catholic life at our Primary School. Our music lessons are creative and inspiring for all ages and ability children. A wide and diverse range of songs, lyrics and instruments are optimised to exploit all dimensions of the music curriculum. We aspire to allow children to be reflective, expressive and appreciative musicians who acknowledge the importance of music. In our school, all children are given the opportunity to learn to play an abundance of instruments; they can be standard musical instruments that are played in the classroom or specific instruments taught within a band environment using the outside agent Rocksteady.

Our music lessons are planned and taught with the direction of the National Curriculum, but additionally with the support from an online service called Charanga. This service allows teachers to implement cross-curricular lessons that provide rich and sequential input. In addition, Charanga consists of a multitude of music styles and genres that range from times and places. This is analysed and examined through active listening, performing and composing of music. Therefore, children gauge a greater understanding towards the context, genre and style of all music.

By using Charanga, children are actively engaging with valuable musical opportunities. Children explore the development of their singing voices, the use of body percussion and whole body movements/actions. These elements are all used to create, establish and perform their own music, as well as critique others' music. Through the implementation of whole class, group and individual activities, children delve into the exploration of sounds, the skill of listening attentively and the ability to compose and perform.

Teachers are promoted to use Charanga as their foundation planning system. They are encouraged to use their creativity and imaginations to strengthen this planning to expose children to a wider range of culture, history and vocabulary. Teachers are aware that lessons should be planned as either one of these styles: Constructive, Technical or Expressive lessons. Derived from reading and Ofsted suggestions, our lessons are based around one, or more, of those styles. Teachers are aware that each lesson should also focus on at least one of the seven specific assessment strands: listen & appraise, games, singing, playing instruments, improvisation, composition and perform & share. Additionally, teachers know that within their academic teaching year, there are specific vocabulary enlisted that their class needs to know (on the Tiered Key Vocabulary pyramid) as well as the key Driver Words. Presentation slides are not always required but are recommended to help organise learning (if needed).

- What are you not teaching and why?

With the great support from Charanga, there is not any criteria missed from the National Curriculum for Music. However, as a school we would like to encourage our children/parents to use our visiting peripatetic music teachers more, so that children can specialise in specific musical instruments. We have struggled to obtain any outside teachers for Herts Music Service, so we are beginning our journey with a new music service called Rocksteady who embark on teaching children how to play instruments within a band environment. This is set to start in the academic year of 2023-2024.

- How is your curriculum planned and sequenced to build on previous skills?

Charanga obtains three main resource areas: Units of Work, themed Topic songs and activities and instrumental Courses. As a school, we focus on the Units of Work to help guide our sequential music lessons each term. The Topics and Courses are available for us to extend and enhance our children in varied cross-curricular experiences.

Within the Units of Work, there are six sequential steps each half term. These lessons are spread throughout the entire term. They should be taught for at least one hour a week. The lessons consist of multiple activities and games that cover a range of musical dimensions, emphasising throughout our school's Driver Words (pulse, rhythm, pitch and many more). This is achieved through singing, the playing of instruments, listening and appraising and creating/performing. A central song assists the weaving and scaffolding of all taught musical dimensions. Teachers use the sequential planning as a foundation plan in which they can flourish, finesse and expand to fit their class and their own musical interests. Using a class book, teachers use a termly knowledge organise to help sequence, build-on and assess their children's progress through each topic.

- How are skills learnt in previous years built on in your subject?

Charanga provides a developed and evolved Units of Work that allow all children to access the whole school curriculum. Their strategic schemes guarantee that children cover all aspects of the curriculum in each Key Stage. Teachers have flexibility on when they can complete activities/lessons, but it is important that aspects of the curriculum are taught to support building of prior knowledge in future years. Charanga's schemes follow the National Curriculum milestones.

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the music national curriculum. For more detail about linked subject progression within the EYFS Framework, please refer to [these documents](#).

Expressive Arts and Design (Being Imaginative and Expressive)

Children sing a range of well-known nursery rhymes and songs.

Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes; • play tuned and untuned 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 and other musical 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.

	KS1	LKS2	UKS2
Performing	<p>KS1 Music National Curriculum</p> <p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children can:</p> <ol style="list-style-type: none"> • sing with good diction; • begin to be able to sing in tune songs with a limited range; • sing in time to a steady beat. 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children can:</p> <ol style="list-style-type: none"> • sing with good diction; • sing in tune songs with a limited range; • sing a song with two or more parts; • perform with expression; • use correct technique to play instruments. 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children can:</p> <ol style="list-style-type: none"> • sing with good diction; • sing in tune; • sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch; • perform with accuracy and expression, showing an understanding of the context of the music; • use correct technique to play instruments with improved confidence and accuracy.
	<p>KS1 Music National Curriculum</p> <p>Pupils should be taught to play tuned and untuned instruments musically.</p> <p>Children can:</p> <ol style="list-style-type: none"> • name a variety of instruments; • perform with a good sense of beat and rhythm; • perform together in an ensemble; • change the tempo or dynamics while playing an instrument. 		

	KS1	LKS2	UKS2
Listening	<p>KS1 Music National Curriculum</p> <p>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Children can:</p> <ol style="list-style-type: none"> begin to recognise different genres of music; begin to recognise instruments being played in a piece of music; express their opinion about pieces of music. 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ol style="list-style-type: none"> find the beat in a piece of music; explain the tempo, dynamics and duration of a piece of music; begin to recognise some orchestral instruments in a piece of music. 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ol style="list-style-type: none"> find the beat in a piece of music; explain the tempo, dynamics, metre, timbre and duration of a piece of music; recognise orchestral instruments and describe their effect in a piece of music.
		<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children can:</p> <ol style="list-style-type: none"> recognise a range of music genres; recognise instruments being played in a piece of music; express their opinion about pieces of music using appropriate musical vocabulary; discuss similarities and differences in pieces of music. 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children can:</p> <ol style="list-style-type: none"> recognise a range of music genres (including from around the world) and describe their characteristics; name a variety of composers and artists associated with different genres of music; recognise instruments being played in a piece of music; express their opinion about pieces of music using appropriate musical vocabulary; discuss similarities and differences in pieces of music and explain how composers and performers achieve this.

	KS1	LKS2	UKS2
Composing	<p>KS1 Music National Curriculum</p> <p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> compose a simple tune using three or four notes; create sound effects for a picture or story, thinking about how music can create a mood; write down their compositions using symbols, pictures or patterns. 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> compose a tune using eight notes; compose music that has a recognisable structure (beginning, middle and end). 	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> create more complex tunes, thinking about their audience; add lyrics to a composition; compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics.
	Notation		<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ol style="list-style-type: none"> recognise crotchets, quavers, semibreves and crotchet rests; begin to be able to recognise some notes on a treble clef staff.

Knowledge of Music	KS1	LKS2	UKS2
		<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <p>a. name some composers and genres of music from different eras.</p>	<p>KS2 Music National Curriculum</p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <p>a. name some composers and genres of music from different eras;</p> <p>b. name different musical periods.</p>

- What documentation do you have outlining how your subject is planned and sequenced?

Musical Progression

The musical progression through KS1 and KS2 is demonstrated in the diagram below. The instrumental work is differentiated allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.

Musical Progression KS1

Musical Progression KS2

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links
Year 1	Autumn 1	Hey You	Old School Hip-Hop	Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.
	Autumn 2	Rhythm in The Way We Walk and Banana Rap	Reggae, Hip-Hop	Action songs that link to the foundations of music. Six different styles of music used there - Blues, Latin, Funk, R&B, Jazz, Soul

Style and Cross-Curricular Links KS1

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links
Year 2	Autumn 1	Let Your Spirit Fly	R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul	Historical context of musical styles.
	Autumn 2	Glockenspiel Stage 1	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.
Year 3	Spring 1	Three Little Birds	Reggae	Animals, Jamaica, poetry and the historical context of musical styles.
	Spring 2	The Dragon Sons	Gemini soon!	Gemini soon!

Style and Cross-Curricular Links KS2

In addition to this, we have original long-term overviews of Knowledge and Skills as well as Units, Styles, Links and Vocabulary documents that teachers have access to. These documents highlight what key aspects of learning each year group should obtain throughout their journey of our school.

- What are the end points? Can you explain these?

Our end points are making sure that all children achieve, or get opportunities to develop, each skill enlisted by the National Curriculum.

In addition, each term, two classes perform a piece that they have learnt from their Charanga topic. This is then performed in front of the entire school.

Using Charanga, teachers will assess the children individually every half-term on the following skills: listen and appraise, games, singing,

playing instruments, improvisation, composition and performing/sharing. This information will be collected throughout the term. We have a unique End Point document that all teachers have access to which enlists all of the knowledge and skills their children should obtain by the end of the academic year.

The teachers will also assess the class as a whole through marking off their termly knowledge organiser. If achieved, the teacher will highlight and date the outcome each lesson.



- How does your subject address your school's local context?

As a Catholic School, singing hymns in Church is vital to our daily lives. Therefore, music allows the children to practise their vocal performance as well as understand how to change their pitch, volume and tempo when singing.

- In the academic year of 2023-2024, we have re-established our school choir who are looking to perform for the community (at church, for fundraising events held by the school and for the local community of Hoddesdon). We also perform to our school and will be taking part in a concert at Wembley Arena.
- Does it match the ambition of the National Curriculum?

Charanga schemes are created and established from the milestones set from the National Curriculum.

- Think about how you have planned out subject specific vocabulary and whether it is ambitious. What vocabulary might you add to your subject?

Vocabulary is enlisted within Charanga. Teachers are advised to clarify and explore certain key words that are unfamiliar to the children. Our target for Music is for all children to use, correctly and effectively, key vocabulary when answering questions.

Therefore, our classrooms have all got a mini-music display that is used to promote the use of key vocabulary and reflection each lesson. In addition to this, throughout the school, the children are all taught our specifically chosen driver words. These driver words have been enlisted from the National Curriculum and Ofsted suggestions and are taught in every year group. The driver words are **notation, structure, timbre, texture, tempo, pitch, rhythm and pulse**. These words have all been attached to an animal to create mnemonics. Furthermore, this will help our children remember and use the driver words during lessons. In addition to this, teachers are able to look at our Tiered Key Vocabulary which is a pyramid that contains the vocabulary each year group should recite and explain by the end of the year.

🐟 Music Notation 🐟
The link between sound and symbol.



🐅 Music Structure 🐅
Every piece of music has a structure eg. an introduction, verse, chorus and ending.



🐢 T.T. Timbres 🐢
All instruments, including voices, have a unique sound quality. The trumpet has a very different sound quality to a violin.



🐜 Texting Texture 🐜
A layer of sound. Layers of sound working together make music very interesting to hear.



🐈 T.T. Tempo 🐈
The speed of the music. Fast or slow or in-between.



🦕 P.P. Pitch 🦕
High and low sounds.



🐘 R.R. Rhythms 🐘
Long and short sounds or patterns that happen over the piece.



🐯 P.P. Pulse 🐯
The regular heartbeat of music. Its steady beat.




Implementation

Music is completed for 1-hour each week within every class. We use Charanga (a schematic, progressive plan) to teach and build our lessons. Or if teacher's need to, they will complete music during assessment week still guaranteeing that complete their six allocated music sessions.


Teachers are aware that they use Charanga for their foundation planning, and understand that they can be as creative and imaginative when implementing their lessons. Some teachers use Notebook Slides to help structure lessons. Others use their own slides when planning. Slides do not have to be used for all lessons, but a lesson cover must be shown to children to allow children to be aware of their learning objective, cross-curricular links, key words, lesson style, assessment strand linked and their helping tool (see below).

Date:

L.O: To understand our musical vocabulary


C-CL: Literacy

Lesson Breakdown:




Tisha

Technical Skills
Singing, Playing
Instruments, Knowledge of
Vocabulary, Understanding
of Technical Systems.



Key Words: Old school, hip hop, synthesizer, decks, backing, loop, funk, scratching, unison, melody, compose, improvise, covers, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.

Helping Hand: 

Use pictures and actions to help you remember the meaning of new words.

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly hymn practice assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as the nativities and end of year shows, demonstrate that music is important to the life of the school.

Extracurricular activities, such as choir and peripatetic music lessons and the school Talent Show also provide children with experience of making music.

Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities. Participation in music develops wellbeing, promotes listening and develops concentration.

We mainly see the impact of our music curriculum when we participate in our end of year Talent Show. Through children's engagement and excitement towards the celebration, it is evident that our music lessons have inspired certain individuals to engage in music more seriously. In using the new music service, Rocksteady, we hope to raise a more engagement within performance. However, we have increased enjoyment within performance through the choir, end of term class performances and adapting our lessons.

Additional Music Teaching

Currently, we take part in the following:

- Once a week a group of 27 children take part in a school from Years 4-6.
- Once a week groups of children take part in learning instruments within a band through Rocksteady (Year 1-6).
- Children attend Mass weekly and sing hymns at Church.

(Please see Music Performance Calendar for more details.)

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work.

Using Charanga, teachers will assess the children individually every term on the following skills: listen and appraise, games, singing, playing instruments, improvisation, composition and performing/sharing. This information will be collected throughout the term. Additionally, each half-term teachers will work towards an End Point Task to surmise what they've learnt in that topic. During the year, teachers are encouraged to track their children's knowledge and skills through the use of the End Point Document. At the end of the academic year, teachers are encouraged to check this document and inform the next teacher what areas have been missed or not met. Therefore, this will help the next teacher's planning.

The teachers will also assess the class as a whole through marking off their termly knowledge organiser. If achieved, the teacher will highlight and date the outcome each lesson.

Early Years Foundation Stage

We teach music in the Nursery and Reception classes as an integral part of the topic work covered during the year. In the EYFS, music contributes to a child's development in the area of Expressive Arts and Design.

Our EYFS teachers track and log their musical lessons within their Learning Journal Books. Lessons are less structured and more flexible to fit their timetable.

However, teachers use and follow the Development Matters 2020 Statement document to help create the intent for their sessions, and use the Early Learning Goals document as an end point checker and impact assessor.

Music and Inclusion

We teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils. We take all reasonable steps to achieve these goals. We look at a range of factors, including classroom organisation, teaching materials, teaching style, and differentiation, so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. To support children with SEN, we have a range of resources teachers can implement for pre-teaching or in small groups before taught music lessons. This will evidently help those children prepare for the new skills, sounds and vocabulary that they will be introduced to in their lessons. Additionally, within lessons, all children will have a 'Helping Tool' which is explained to the whole class to assist them if necessary.

We aim to expose our children to a wide range of different music styles and we have a multicultural approach to the musical styles we choose to study. Music from all around the world is incorporated into the scheme, as well as music from different periods in history. We teach the children about specific musical personnel who are associated with racial, justice and discrimination issues. The reasons for this is to expose the children to a rich and diverse music curriculum.

The School Choir and Musical Events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which is open to all children from years 3-6 to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs on a number of occasions throughout the year.

We provide opportunities throughout the year for budding musicians to perform for the school community. This includes solo and ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success. There is a rota for children who play musical instruments to play in assembly as the children enter and leave. We also have a celebratory Talent Show at the end of every academic year for the children involved in additional music lessons to showcase what they have learnt. Two classes perform at the end of the term to show off their learning from the topic they have been taught.

All children sing during Mass, both in school and at the parish church. We also perform a carol concert in the church every Christmas.

Every class has an opportunity during the year to participate in and perform a play.

- Nursery and Reception do their own Christmas Nativity play.
- Y1 and Y2 also do a separate Christmas Nativity play.
- Y3 and Y4 perform the Easter story in church.
- Y5 and Y6 do an end of year production of their choice.

Health and Safety

Risk assessments will be carried out, where necessary, according to the activity planned.

At St Augustine's Primary School, we enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom (for example in a music festival at an outside venue) we carry out a risk assessment prior to the activity.

Cross-Curricular Benefits of Learning about Music

English

Music can contribute significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

The teaching of music contributes to students' mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Rhythm and structure of music are mathematically based.

PSHE and British Values

Music contributes significantly to the teaching of PSHE, SMSC and British Values. Through the common goal of making music, children learn to work effectively with other people and to build good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable events pupils participate in during school years.

RE, Spiritual, Moral, Social and Cultural Development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect music has on people's moods, senses and quality of life, and how music can be used to express feelings and ideas. Children have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of music, they become more accepting towards other cultures and societies.

Music and Computing

Computing enhances the teaching of music, where appropriate, in all key stages. Videos and recordings of professional performances are used to develop children's understanding of different styles and genres of music and performance types. The children can then use what they have seen to reflect on and develop own and others' practice.

Computer software is used to generate sounds and to create and record musical compositions which the children have made. I-pads and cameras are used to record performances.

The interactive whiteboard and sound system in the school hall is used to support hymn practices and enable children to learn new songs.

Resources:

There are a wide range of resources available for the use of all staff in the school. We keep most of these resources in the music room. They are regularly checked for safety and relevance and new resources may be purchased as needed.

All classes have interactive whiteboards, with internet connections, to allow teachers to show performances, demonstrate and play music to their classes.

Monitoring and Review

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. In addition, they are responsible for checking the class book to guarantee lessons are being taught accurately and effectively. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for music in the school. The subject leader is responsible for giving the head teacher an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.