

ST. TERESA'S CATHOLIC PRIMARY SCHOOL, LEXDEN, COLCHESTER

Music Policy



We love God and each other and follow the example of St Teresa.
We enjoy learning together and doing our best in a happy, healthy and welcoming community.
We learn to be responsible and caring citizens.
"Let us do little things well today".
St Teresa

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| Approved by: | Governing Body | Date: June 2025 |
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Introduction:

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

National Curriculum Purpose of Study

Every child should receive a great music education. Learning about music and having the opportunity to play musical instruments and make music together is a vital part of a rich and rounded education. Music plays a key role in brain development. It helps to develop language, motor skills, emotional intelligence and collaboration skills.

What the national plan for music education means for children and young people, Jan 2023

Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.

Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels.

Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.

Aims:

The national curriculum for music aims to ensure that all pupils:

- 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 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, rhythm, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Content:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Pupils should be taught to:

- 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.

Key stage 2

Pupils should be taught 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 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
- 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.

Assessment

Assessment through the key stages is continuous and is performed by the class teacher. Children's work is evaluated during classroom discussion both with individuals and with groups. Formal assessment takes place at the end of each term, using Target Tracker to monitor children's progress. Formal reporting takes place within the annual report to parents.