



**St John
and St Nicolas
Schools Federation**

**For the good of all
through curiosity,
creativity and love**

Policy Title:	Music
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1.1				

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Federation Vision

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does. It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

Curriculum Statement

Our federation is a journey for all of our children from the Early Years Foundation Stage to Year 6 and beyond. Our curriculum aim is for children's time with us to prepare them for life after our schools. Each child in our schools is recognised as an individual with their own ambitions, needs, skills and aspirations and it will be our schools' role to support and challenge each individual to achieve these.

Our curriculum will allow all children to develop the key skills of reading, writing and maths through a broad and balanced curriculum providing a wide range of experiences. Throughout our schools, we will promote equality and diversity and will provide every opportunity for children to develop resilience, confidence and enthusiasm, so becoming imaginative, creative and independent learners able to make informed decisions. Our rich curriculum, complemented by our nurturing approach will allow all our children to develop emotionally and spiritually.

We value all aspects of the school curriculum and will ensure our curriculum encompasses spiritual, moral, social, cultural, emotional and physical education.

How Music fits into our Federation Curriculum

We believe music is a powerful, unique form of communication that can change the way pupils think, act and feel. It enables personal expression, reflection and emotional development. It also plays an important part in helping children feel part of a community.

We will provide opportunities for all of the children to create, play, perform and enjoy music and to develop the skills of music appreciation. Music will be an integral part of all areas of the curriculum and not only taught as a discrete subject.

The curriculum offered aims to:

- Promote aesthetic sensitivity and creativity
- Increase understanding of music by exploring musical elements and a wide range of musical styles and conventions
- Develop practical music skills
- 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, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum Organisation and Content for Music

The music curriculum is taught as a subject in its own right, although additional opportunities for cross-curricular links are also utilised.

The specific learning focus for each term is identified in line with the 'Charanga' scheme of work. This scheme ensures progression and curriculum coverage across the Key Stages.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Overview & Planning YEAR R	Mel 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
1 PLANNING & DOCUMENTS	My Musical Heartbeat 1 2 3 4 5 6	Dance, Sing and Play! 1 2 3 4 5 6	Exploring Sounds 1 2 3 4 5 6	Learning to Listen 1 2 3 4 5 6	Having Fun with Improvisation 1 2 3 4 5 6	Let's Perform Together! 1 2 3 4 5 6
2 PLANNING & DOCUMENTS	Pulse, Rhythm and Pitch 1 2 3 4 5 6	Playing in an Orchestra 1 2 3 4 5 6	Inventing a Musical Story 1 2 3 4 5 6	Recognising Different Sounds 1 2 3 4 5 6	Exploring Improvisation 1 2 3 4 5 6	Our Big Concert 1 2 3 4 5 6
3 PLANNING & DOCUMENTS	Writing Music Down 1 2 3 4 5 6	Playing in a Band 1 2 3 4 5 6	Compose Using Your Imagination 1 2 3 4 5 6	More Musical Styles 1 2 3 4 5 6	Enjoying Improvisation 1 2 3 4 5 6	Opening Night 1 2 3 4 5 6
Overview & Planning YEAR 4	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 5	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel-Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 6	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Music And Me 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Spirituality in Music

Spirituality can be explored in every subject. In music, this is through feeling the joy that creativity through music brings, as well as providing special spiritual moments to gain a sense of something beyond the tangible.

Inclusion, Support and Challenge

At our school, we teach music to all children encompassing 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 those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language. Differentiation is integrated in the teaching and learning of the Charanga scheme. Every child is given opportunities to join in with extra-curricular activities.

Additional Music Teaching

Children are also offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by Berkshire Maestros and Good Vibes. These lessons are normally taught to small groups of children. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

Assessment

Formative assessment is used to guide the progress of individual pupils in music. This is mostly carried out informally by teachers in the course of their teaching. Summative assessment is carried out by teachers at least annually.

Monitoring

Music will be monitored through lesson observations and pupil discussions to understand the pupils' views on the subject.