



THE CATHEDRAL SCHOOL
OF ST. SAVIOUR AND ST. MARY OVERIE

Music Policy

Cathedral School Policy for Music

“Music conveys emotions between people, cultures and epochs. It has the power to engage the whole personality and so it provides intellectual and physical as well as emotional stimulus. The Judeo-Christian tradition has given music a large emphasis as an expression of devotion and as a vehicle of belief. Jews and Christians honour music as one of God’s extravagant gifts to his people”. Christian Manifesto for Ed. (1995)

At Cathedral School we aim to develop our pupils’ intellectual, physical and emotional understanding and enjoyment of music through various activities that bring together requirements from the National Curriculum. We aim to provide opportunities for music making both within our class-taught music curriculum and in wider opportunities provided by extra- and cross-curricular activities.

Aims and Objectives

Through the music curriculum we aim to enable pupils to acquire an appreciation of music through listening and appraising, and to present them with opportunities to show their creativity and expression through composition and performance.

Children should learn to:

Work with others in creating and performing music, respecting the musical achievements of others in the school and respecting the music of a variety of cultures.

Be able to appreciate different types of music and be able to express their own opinions about what they do and do not like about different pieces of music.

Our music curriculum in Key Stage 1 and 2 is guided by the National Curriculum and centred around four main aspects of music, namely:

Singing and playing – performing skills

Creating and developing musical ideas – composing skills

Responding and reviewing – appraising skills

Listening and applying knowledge and understanding

We aim to ensure that listening, and applying knowledge and understanding, are developed through the interrelated skills of performing, composing and appraising. In developing these skills we endeavour to guarantee that different starting points, group sizes, and sources and genres of musical example are incorporated.

In the Foundation Stage the music curriculum is guided by the targets outlined in ‘Development Matters’, as part of a cross-curricular focus on the children’s creative development, frequently linking music with dance.

Attitudes

Children should:

Respect differences in music of a range of cultures from around the world and be curious about different sounds, styles of music and instruments.

Understand that styles and sounds of music from around the world can vary greatly and have an open mind, sharing opinions respectfully.

Show that each other's contribution and ideas when composing or performing are valued.

Treat musical equipment with care, respecting the skill required to make and use it.

Be ambassadors for music within the wider community, sharing their talents, and enthusiasm and enjoyment of music.

Time Provision

Each class in Key Stages 1 and 2 is taught a discrete 45 minute music lesson each week. In addition, most children in these key stages participate in an half-hour hymn practice each week, and they also use music to enhance other lessons within a cross-curricular context. Within the Foundation Stage, music is incorporated on a daily basis through whole class singing, and musical skills are focused on and developed over the course of the year.

Assessment and Record Keeping

The class teacher will form a judgement of children's progress over the year, considering ability, confidence, skill and knowledge of music. The class teacher will identify which of the National Curriculum-based attainment targets the children have achieved at the end of each half-term, providing evidence from six children in their Foundation Subject Assessment Packs to support their assessment.

Extra-Curricular Opportunities

As well as helping the children's musical development through class-based lessons, we recognise the children's right to join in a wide range of cultural and artistic activities, and music forms an integral part of this provision. Singing is included as a form of celebration and reflection during daily whole-school worship. Children in Years 5 and 6 can participate in a choir which rehearses weekly and gives regular performances in a variety of settings in and out of school. The weekly Music Club encourages its members to lead singing in the whole-school settings, in class (their own and others') and in the playground.

Services at Southwark Cathedral and concert performances provide an opportunity to celebrate children's musical achievements, and those learning a musical instrument out of school hours are encourage to perform during school assemblies.

Equal Opportunities and Special Needs

We recognise that all pupils have the right to equal access to all materials, techniques and knowledge, under appropriate supervision.

We recognise that Music plays a special part in providing a creative and reflective outlet for individual expression and communication. All children are provided with equal access to instruments, techniques and knowledge, and every effort is made to respect the rights of every class in the child, as outlined in the UN Convention for the Rights of the Child, with particular with reference to:

Article 12: Respect for the views of the child

Article 13: Freedom of expression

Article 14: Freedom of thought, conscience and religion

Article 28: Right to education

Article 29: Goals of education

Article 31: Leisure, play and culture