

**Music at St Botolph’s CofE Primary School**

**The Intent**

At St Botolph's the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating and composing across a wide variety of styles, traditions and musical genres. Our objective at St Botolph's is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. We aim to foster an unbiased respect for the role that music may wish to be expressed in any person’s life. We are committed to ensuring children understand the value and importance of music in both the school and wider community. Wherever possible, we try to enable children to use their musical skills, knowledge, and experiences by involving themselves in music in a variety of different contexts within school and the wider community. Teamwork is encouraged through whole school singing worships and a range of paired/group activities within the class. An awareness of how music and technology can be integrated is fostered through explicit links with composing and Computing.

**The Vision**

At St Botolph’s, we want every child to have access to quality music teaching and provision. We believe that this is achievable through strong, quality teaching of music both independently and through our partnership with the Lincolnshire Music Service. Our teaching will provide the children with a firm grasp of skills, regardless of their starting point, and the confidence in themselves to explore, compose and perform music. We strive to provide opportunities which enable the children to consider future career opportunities in music. We believe that every child should have the opportunity to express themselves through the medium of music making and singing.

**An Introduction**

This policy outlines our teaching of music along with our aims, approaches, and the progression across year groups.

Our school offers a robust teaching scheme of work for music called Charanga. Over 41,000 teachers use Charanga’s online platform to help them teach music – the Musical School programme being the curriculum of choice for over 50% of UK primary schools. Charanga provides both generalist and specialist music teachers with a range of high-quality digital programmes that transform their music lessons. All year groups deliver the music curriculum through a mixture of charanga and supplementary lessons (year 4 and 6 have additional units where composition is taught using digital media).

Within our school, Charanga is introduced in the Foundation Stage and is taught progressively through the terms that follow. Throughout the scheme, there are opportunities to re-visit and recall previous learning during ‘reflect and rewind’ lessons to make sure that knowledge and skills are embedded over time.

**Our Aims:**

For music, our pupils will be taught to:

• Develop their awareness of the history of music including key eras and composers

• Perform, listen to, review and evaluate music

• Be taught to sing, create and compose music

•Understand and explore how music is created, produced and communicated.

**Implementation**

**The Teaching of Music**

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. More 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.

**How the Scheme is structured**

Each Unit of Work is comprised of strands of musical learning which correspond with the national curriculum for music:

1. Explore: immersion in the lesson or revisiting key learning from the previous session/unit
2. Listening and Appraising
3. Musical Activities: warm-up Games, optional flexible games, singing, playing instruments, improvisation, composition, performing and reflecting.

**Supplementary units**

There are a few units that concentrate solely on theory such as Glockenspiel units in Y3 and Year 4, as well as additional ‘non-charanga units’ to cover the skills of digital composing in Y4 and Y6 using Loopseque app. Years 1 and 2 also produce the annual Nativity in term 2 as part of their music learning, and year 5 similarly with the Christmas Canata. Year 3 produce the Easter cantata in term 4 in their music lessons.

**The teaching of singing**

In addition to singing throughout each charanga unit, we also sing as a whole school once a week for 20 minutes during our ‘singing worship’. We aim to sing a range of hymns (both old and new), modern songs and harmonies to progress from class singing to a whole school singing environment.

**Mastery in music**

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the Charanga programme, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn’t necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

**Partnership with LMS**

At St Botolph’s we are proud to have a very strong link with the Lincolnshire Music Service. The LMS provide expertise tuition to ensure our children all have the chance to learn a tuned instrument in KS2. LMS deliver a bespoke 12-week Whole Class Instrumental Tuition to our Year 4 children. This year we have chosen Ukelele.This not only benefits the children but also the non-specialist teachers. LMS also provide face to face meetings for the co-ordinator to provide support with any curriculum or resourcing needs.

We are privileged to be able to offer private and group sessions for instrumental and vocal tuition through the LMS. Tutors visit our school and deliver bespoke lessons to children who express an interest in learning a musical instrument and wish to extend their classroom learning. These lessons can lead to exams and performances. At present, LMS offer a reduction of 50% for FSM pupils and 100% reduction for LAC and post LAC children. There is also a new Hardship fund, which supports vulnerable children who may not be able to afford tuition. This is an affordable way of ensuring that all pupils can access musical tuition regardless.

**Additional Music projects**

We aim to involve every school pupil in a musical production of some kind every year:

* Each year, Year 5 produce a Christmas Cantata and perform it at St Botolph’s church
* Year 4 produce an Easter Cantata each year
* Show choir club runs after school and they perform at Young Voices, choir festivals each year, care homes and in school events.
* KS1 produce a nativity production at Christmas
* Year 6 produce an end of year production each year
* We hold an annual performing arts concert for children to showcase their musical talents.

**Resources:**

The Charanga programme and partnership with LMS can be resourced and sustained at a reasonable cost. We have invested in the necessary resources to ensure that the programme can be taught effectively. These resources include class ‘tuned’ sets of recorders, keyboards and glockenspiels, and percussion sets including triangles, claves and bells. It is the role of the Music Coordinator to ensure that all staff have the resources that they require and need.

**Training:**

Training is provided within the school on a yearly basis. This training is based on the needs of the staff. This has included Charanga training for the music coordinator as well as many CPD opportunities provided by LMS. Training needs are reviewed on a yearly basis and it is the role of the music Coordinator to ensure it is secured and necessary.

**Impact**

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may develop a positive mindset: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can analyse music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever wish to extend their musical learning beyond the classroom. All children, regardless of abilities, have access to quality music teaching, therefore allowing an expression of creativity.

**Reviewed: January 2025**

**Governor: Ian Freeman Subject Co-ordinator: B May**