



# Music Curriculum Policy



Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything... Without music, life would be an error.

Plato

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## **Our Curriculum Intent**

We understand that music can inspire and motivate children, and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music.

We deliver a broad and balanced music curriculum, in line with national requirements and The Model Music Curriculum, which enables pupils to:

- 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 use their voices.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use technology properly and 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.

## **Roles and responsibilities**

Overall responsibility for monitoring the teaching of Music throughout the school lies with the headteacher. The headteacher will also be responsible for overseeing the review of this policy with the Music Curriculum Leader.

The **Music Curriculum Leader** is responsible for:

- Preparing policy documents, progression and medium term planning for Music.
- Monitoring the learning and teaching of Music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in Music.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Liaising with the SENCO about support for pupils with SEND.
- Communicating developments in the teaching of Music to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in Music.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of Music to other curriculum areas, including cross-curricular links and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of Music in subsequent years.

The **classroom teacher** is responsible for:

- Acting in accordance with this policy.
- Ensuring pupils' development of skills and knowledge progresses through their learning and understanding of Music.
- Planning lessons effectively using the Charanga resource, ensuring a range of teaching methods are used to cover the content of the school curriculum.
- Liaising with the curriculum leader about key topics, resources and support for individual pupils.
- Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of Music to the Curriculum Leader.
- Undertaking any training that is necessary to effectively teach Music.
- Provide equality of opportunity through their teaching approaches and methods.

## **Curriculum objectives**

The Music curriculum will allow pupils to:

- Develop the understanding that music can be a social or personal activity.
- Provide experiences and resources which promote knowledge, skills and understanding in music in relation to both their own and the musical traditions of others and of different ages.
- Promote an enjoyable musical curriculum for all children in the school with relevant differentiated experiences.
- Develop children's ability to observe and respond to the world around them through the use of a wide variety of instruments and musical recordings.
- Through the encouragement of listening to instruments or music for a variety of different reasons, develop children's listening skills.
- Develop children's discussion and collaboration skills through working with other children on a given task.
- Celebrate the value of children's work through recording and performance of their work.
- Recognise ways in which ICT skills may be incorporated into and developed by the Music Curriculum and used to enhance the children's musical experiences.
- Provide children with the opportunity to play a stringed instrument during their journey through school

## **Subject Content**

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed through a variety of creative and practical activities. They should work in a range of relevant contexts, e.g. the home, school, leisure, enterprise, industry and the wider environment.

## **EYFS**

The music curriculum is known as Expressive Arts and Design is one of the four specific areas within the Early Years Foundation Stage.

The Early Learning Goal for the end of Foundation Stage is for children to:

- Sing a range of well known Nursery rhymes and songs
- Perform songs and try to move in time with music

## **KS1**

Pupils will 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.

## **KS2**

- 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
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## **Teaching and Learning**

At Summerbank 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. We offer children the freedom and the opportunity to improvise and create their own music. Teaching focuses on developing the children's ability to sing in tune and with other people.

Through singing songs, children learn about the structure and organisation of music.

We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music.

Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of music theory. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Pupils are taught musical notation and how to compose music.

## **EYFS**

Across Foundation Stage music provision is both through teacher directed sessions and the continuous provision. Teachers use our 'Summerbank Foundations' document to support planning for different aspects of music.

Children in Nursery explore and listen to a variety of music, remembering and singing songs with the freedom to improvise their own musical creations. Opportunities are given to experiment with untuned percussion to express their ideas and feelings demonstrating some control in their playing. Singing takes place daily as part of the planned curriculum.

Reception use the Charanga Scheme of Work and learning is focused around nursery rhymes and action songs. Music is taught discretely as well as regular opportunities for children to practise their singing and learn songs.

## **Year 1-6**

The Music Curriculum is delivered throughout the academic year. Teachers may schedule Music either as blocked or weekly sessions to match the needs of their pupils to best develop their skills and understanding. Music is taught both as a discrete lesson and as where appropriate linked to our 'Connected Curriculum'. Our approach is based on the use of the 'Charanga' Music Scheme which provides resources, models and CPD for teachers to support the effective teaching of Music.

Within each Music session there will be the following elements:

- a) a clear Learning Objective with focused Success Criteria which is used by both the teacher and the children to assess the lesson's work;
- b) teachers model lesson activities/model using the online scheme at a level which is appropriate to the needs of the children within the class being taught;
- c) a plenary or series of mini plenaries are used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Success Criteria or to move the children's learning on further.
- d) Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

In year 3, children receive a term of weekly violin lessons, delivered by a specialist music teacher from Staffordshire Music Hub.

## **Differentiation**

We recognise that there are children of widely different musical abilities in all classes, so we 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 by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;

- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

## **Planning**

The Music Curriculum Leader is responsible for long-term planning (what's studied each term) and medium-term (details of work studied each term) using the Charnaga scheme. The Class teacher is responsible for short-term planning (the detail of individual lessons). Planning is based on that provided by the Charanga Music Scheme, however teachers adapt each lesson to meet the needs of their class.

## **Assessment and Reporting**

EYFS Practitioners use the Summerbank Foundations Tracking sheet to record children's gains in learning. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'. In Music this is 'Expressive Arts and Design'.

The progress and development of pupils within KS1 and KS2 is assessed against age-related expectations which have been derived from the national curriculum through Charanga.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' learning with them
- Comparing outcomes against the learning objectives
- Pupils' self-evaluation of their learning

Formative assessment, which is carried out informally throughout the year, will be used to identify pupils' understanding and skill development and inform teacher's lesson planning. In terms of summative assessments, the results of end-of-year assessments will be passed to pupils' next teacher and the Music Curriculum Leader, in order to demonstrate where pupils are at a given point in time.

Parents will be provided with a report about their child's progress during every year.

## **Resources**

The school has a selection of centrally stored equipment in the Music Store (off the main hall). Each year group has their own set of tuned and untuned percussion which they are responsible for storing safely. The Music budget covers the cost of instruments and other resources including online subscriptions.

At the end of the academic year, the subject leader will work with the headteacher to review the school's instruments, resources, subscriptions and peripatetic service level agreements.

## **Spiritual, Moral, Social and Cultural**

The spiritual development of pupils is shown by their:

- Sense of enjoyment and fascination in learning about themselves, others and the world
- around them;
- Use of imagination and creativity in their learning;
- Willingness to reflect on their experiences.

The social development of pupils is show by their:

- Willingness to participate in a variety of communities and social settings, including by volunteering and cooperating well with others.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic, and socio-economic groups in the local, national and global communities.

## **Monitoring and Review**

This policy will be reviewed every two years by the Music Curriculum Leader and Headteacher. Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with teaching Music are required to familiarise themselves with this policy.

The next scheduled review date for this policy is September 2023.