# Music

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| **Documents to accompany this policy:** | 420[O] Teaching & Learning Policy |
| **Member of staff responsible:** | Mrs Pengelly/Mrs Moore |
| **Governor delegation:** | Headteacher |
| **Statutory/Non-Statutory** | Non-Statutory |
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## Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Early years foundation stage (EYFS)
4. National curriculum
5. Cross-curricular links
6. Teaching and learning
7. Planning
8. Assessment and reporting
9. Musical events and opportunities
10. Resources
11. Equal opportunities
12. Monitoring and review

## Statement of intent

Coley Primary understands 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.

Coley Primary delivers a broad and balanced music curriculum, in line with national requirements, 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.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

## 1. Legal framework

1.1. This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2013) 'Music programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'

## 2. Roles and responsibilities

2.1. The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

2.2. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum following the scheme of work laid out by the school using Music Express.
- Liaising with the subject leader about key topics, resources and support for individual pupils.

- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

2.3. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist music-based learning throughout the school.
- Organising and providing training for staff regarding the music curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of musical objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

## 3. Early years foundation stage (EYFS)

3.1. All pupils in the EYFS are taught music as an integral part of the topic work covered during the academic year.

3.2. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

3.3. The music curriculum in the EYFS is delivered with particular reference to the ELG16 – exploring and using media and materials, which enables children to:

- Sing songs, make music and dance, and experiment with ways of developing the sounds and movements used.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stores.

## 4. National curriculum

4.1. All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum.

4.2. In 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.

4.3. In KS2, the focus for music will be to teach pupils to sing and play musically with increasing confidence and control. They will be able to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

4.4. In KS2, pupils will 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.

## 5. Cross-curricular links

5.1. Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

5.2. English

- Pupils develop their reading and writing skills through learning to read and interpret written music.
- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- Pupils develop their research skills through discovering the history of music and famous composers.

5.3. Mathematics

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

5.4. ICT

- Pupils learn to use technology to compose music, and enhance their research skills through the internet and CD ROMs.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.

5.5. Spiritual, moral, social and cultural development

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

## 6. Teaching and learning

6.1. Music lessons are delivered **once** a week in Key Stages 1 and 2. Music is planned as part of continuous provision in EYFS.

6.2. Teaching of music is delivered by class teachers from Reception to Year 6.

6.3. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

6.4. Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates.

6.5. Lessons focus on a wide range of musical skills and understanding, including the following:

- Singing in tune and alongside others
- Structure and organisation of music

- Appreciating different forms of music
- Listening to music, progressing to extended pieces of music as pupils move through year groups
- Representing feelings and emotions through music
- Recognising pulse and pitch
- Using the voices of others to combine and make different sounds
- Musical notation and how to compose music

6.6. The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

6.7. Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

6.8. At Coley Primary, we do not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

## 7. Planning

7.1. Planning of the music curriculum is tailored towards three areas of progress:

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in pupils' music-making

7.2. The school use Music Express to create long-term, medium-term and short-term plans for delivery of the music curriculum – these are as follows:

- Long-term: includes the music topics studied in each term during the key stage as an overview for each year group and the school as a whole. See our progression document.
- Medium-term: includes the details of work studied each block of lesson, this is usually 3 – 4 weeks, drawing out the key objectives.

- Short-term: includes the details of work studied during each lesson. These plans are supported by detailed lessons plans and resources in the Music Express Scheme of Work. Teachers use theses plans as a basis and consider adaptation and variation of activities to support the learners in their class.

7.3. The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers. These are made available on the shared drive and each teacher has a login to access planning and resources on the Collins website.

7.4. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and following the progressive nature of the scheme of wrk.

7.5. All relevant staff members are briefed on the school's planning procedures as part of their staff training.

7.6. In the school, music is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

7.7. Teachers will use the key learning content in the DfE's statutory guidance 'Music programmes of study: key stages 1 and 2', published in 2013.

7.8. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

7.9. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

7.10. Long-term planning will be used to outline the units to be taught within each year group.

7.11. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.

7.12. Medium-term plans will identify learning objectives, main learning activities.

7.13. Medium-term plans will be followed from the Music Express Scheme of work that has been shared by the subject leader to ensure there is progression between years.

7.14. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and include variation and adaptation for the individual needs in a class.

7.15. Years 1 to 6 all have knowledge organisers prepared by the subject leader. These give the end of year objectives for each year group and are to be shared with the children. The knowledge organisers are available through the Coley Primary website on the music curriculum pages.

## 8. Assessment and reporting

8.1. Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy. Resources to support teacher assessment in music are available in the scheme of work.

8.2. Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupils' strengths and identify areas where progress is less than expected.

8.3. An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

8.4. 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'.

8.5. Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

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

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

8.7. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

8.8. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

8.9. Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum.

8.10. Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards music, understanding of musical terminology, investigatory skills and the knowledge levels they have achieved. .

8.11. The progress of pupils with SEND will be monitored by the class teacher and reported to the SENCO.

## 9. Musical events and opportunities

9.1. All pupils are encouraged to participate in additional musical opportunities to enhance their learning and development.

9.2. The school choir is open to children from Year 3 to 6 and meets on a weekly basis to allow pupils to enjoy singing together. The school choir also performs in public on a number of occasions throughout the year.

9.3. The school has weekly whole school singing assembly. The subject leader leads these and plans songs and activities that support a variety of curriculum objectives from the different year groups.

9.4. All year groups have the opportunities to perform each year through festivals and celebrations including: Mothers' Day (EYFS), Christmas (all children), International Day (all children), Easter, Harvest Festival and Leavers' Assembly (Year 6).

9.5. The school also allows the opportunity for children to audition and perform in our talent show 'Coley's Got Talent'.

9.6. The following opportunities are available:

- School choir
- Opportunities to perform songs and music in different festivals performing to the school and parents.
- Opportunity to audition and perform in school talent show.

## 10. Resources

10.1. The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the head and the school business manager in order to purchase further resources.

10.2. Musical resources will be stored in library cupboards and the music cupboard in the canteen, including books and instruments.

10.3. The canteen store cupboard is locked whenever not in use.

10.4. The school library contains an array of resources and topic books to support pupils' research.

10.5. DVDs and CD ROMs are available allowing pupils to listen to a wide range of music.

10.6. Resources which are not required on a daily basis, and those in relation to key whole-school topics, will be stored in the house.

10.7. Musical equipment and resources will be easily accessible to pupils during lessons.

10.8. The subject leader will undertake an audit of musical equipment and resources on an annual basis.

## 11. Equal opportunities

11.1. All pupils will have equal access to the music curriculum.

11.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons.

11.3. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

11.4. All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

11.5. Coley Primary aims to provide more able pupils with the opportunity to extend their musical thinking through extension activities such as listening to and interpreting extended pieces of music.

## 12. Monitoring and review

12.1. This policy will be reviewed on an annual basis by the subject leader.

12.2. The subject leader will monitor teaching and learning in the subject at Coley Primary ensuring that the content of the national curriculum is covered across all phases of pupils' education.

12.3. Any changes made to this policy will be communicated to all teaching staff.