

Music Policy

June 2022



'Love your neighbour as yourself'

Parable of the Good Samaritan Luke 10:25-37

Our school policies are written with the objective of realising our vision:

As we journey together. We learn to live as good neighbours, demonstrating love, compassion, dignity and respect to all in our communities.

Through this we aspire to become global citizens, courageous advocates and people of wisdom and integrity.

We look towards the parable of the Good Samaritan as our guide.

A school where all **children** are **valued**, where they **feel safe**, are **happy** and **learn well**. We want our school to have a warm friendly atmosphere, which supports families, builds relationships and sets children up for a life of learning. We want our Christian values to guide our pupils along the right path and help them to achieve fulfilling and happy lives.

OUR SCHOOL VALUES

Adderley and Moreton Say Church of England Primary Schools values:

Respect □ **Hopefulness** □ **Kindness** □ **Courage** □ **Integrity** □ **Curiosity**

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1.Statement of Intent

Music is an important part of cultural expression and musical activities exist in all known human societies. In the complex global society in which we live there is a wide variety of musical practice. Pupils should be equipped to approach this with confidence, curiosity and openness and not feel excluded from any of it.

All pupils should:

- **Be empowered to engage positively with music and to make progress.**
- **Develop an understanding of music's social and cultural importance.**
- **Become aware of the lifelong benefits of engaging with music, along with its positive impact on mental health.**

How will pupils become empowered to engage positively with music and make progress?

• Through active engagement with music as performers, music-creators and audience, we hope that children will develop a love of music, a knowledge of a wide range of musicians, composers and genres and become confident musicians.

• Musicianship skills are developed progressively, practised regularly with plenty of opportunity to revisit them through singing, listening, composing and performing. We also value the opportunity to provide additional one-off inputs.

• Music making requires an ability to collaborate and communicate effectively. The use of specific musical structures, songs or games enables pupils to develop interaction skills but they also benefit from explicit work outside of music lessons. We aim to provide opportunities to develop the vocabulary needed to describe, discuss and communicate ideas. This includes specific musical vocabulary and the ability to write down their musical ideas.

• Singing is at the heart of our Foundation Stage and KS1 curriculum and continues throughout KS2 where children also learn an instrument. This provides an opportunity to develop and refine specific vocal and instrumental techniques over a longer period.

How will pupils develop an understanding of music's social and cultural importance?

• Developing the skills to listen critically to music, we encourage pupils to be open minded, to expand their musical horizons and to gain a knowledge of the breadth of musical genres in the world today.

• Following on from the wide range of music that has been enjoyed in KS1 (of different times, genres and places) in KS2, we explore the history of music, key composers and performers in order to gain a better sense of artistic, historical and political contexts.

How will pupils become aware of the lifelong benefits of engaging with music, along with its positive impact on mental health?

• Through sharing music with each other and the wider community we hope that children will experience the joy of engaging in music as a social activity.

• We feel that it is important that pupils gain a sense that being involved in the music industry is a career path that is available to them through encountering composers and musicians that are alive today and being confident musicians.

Music is often an important part of our lives and colours many of our experiences. It is often used to enhance our mental well-being. We feel that it is important that pupils experience how music can elicit an emotional or physical response and to develop the vocabulary to describe this.

2. The National Curriculum

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, gen-res, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and 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

3. Developing a high quality music curriculum

We monitor the impact of the music curriculum and try to ensure that we offer....

- Opportunities for all children to actively engage with music and to make progress both in the short term and over time.
- A motivating level of challenge.
- Opportunities to achieve the aims of the National Curriculum.
- Enough time to master the content that is planned.
- Lots of opportunity to return to and consolidate short term learning
- Repetition of key content with gradual introduction of new concepts and ideas.

4. Planning the music curriculum

We have developed a long term plan for music. Taking the end of key stage statements from the national curriculum, we have developed a long term plan of work which gradually builds up the knowledge, skills and vocabulary needed to achieve these goals. We also refer to the progression document produced by Shropshire Music service and the DfE Model Music Curriculum to identify the smaller steps needed to achieve the end of key stage goals and to make age appropriate choices of music, songs and chants that cover a range of genres and periods. Although the focus of planning is linked to class topics, we also identify a focus for each half term on a musician, composer, genre, piece or skill to allow us to work in more depth. We also re-visit areas. We include ongoing work to develop confidence, communication skills, singing, pulse, rhythm and pitch. In Year 3 and 4 children have the opportunity to learn the descant recorder.

5. Progression in music

Children should have the opportunity to engage positively with music and make progress.

In EYFS pupils should.....

Have regular experience of music so that a foundation is laid from which the musical journey can continue.

Be given opportunities to become more aware of different sounds (This is embedded in phonics and the exploration of the world around them.) and of pulse, tempo, rhythm and pitch (These are innate in our heartbeat, movement, and speech.)

Gradually develop the confidence and vocabulary to discuss sound, respond to music and share their feelings about music.

Learn to use instruments safely and appropriately.

Develop the skills needed to interact, control sounds and cooperate when playing music.

Develop a positive, open minded attitude to music from a wide range of times and places and of different styles and genres.

Experience music as an important part of marking seasonal events and festivals.

As children move into Reception they should.....

Play instruments with increasing control to express their feelings and ideas.

Create their own songs or improvise a song around one they know

Remember and sing entire songs

Pitch match (sing the pitch of a tone sung by another person)

Sing the melodic shape of familiar songs.

At the end of Reception, children should be able to.....

Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups

By the end of KS1 children should.....

Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and un-tuned instruments musically.

Listen with concentration and understanding to a wide range of high quality live and rec-orded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

By the end of KS2 children should

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.

6. Cross-curricular and extra- curricular links

Wherever possible, the music curriculum will provide opportunities to establish meaningful links with other curriculum areas. We endeavour to make music as cross curricular as possible and link with many subjects. An example of this is in Year 3 and 4, the children have explored music from Africa linked to their Literacy topic on Africa and Wildlife. Pupils in Y5 and 6 during a history topic on Vikings have explored Viking myths through songs and pieces of music influenced by Viking myth.

Spiritual development

Music is used in worship and allows for ideas and feelings to be explored through songs. Children listen to music in worship and are encouraged to discuss the feelings that it evokes for them. Children will be given opportunities to appreciate that many musicians and composers explore the world around them and express their feelings in their music and that many composers and musicians express their faith through their music.

Learning Outdoors

Due to the rural nature of both of our schools, we try to use the outside space where possible. We enable children to listen and describe the sounds of nature and to experience how natural sounds are used to help with people's mental well-being. We also focus on how the natural world influences musicians and composer. When it is appropriate we try to play and perform music outside, for example performing in Dragon dances or Samba bands. It is important to experience how sounds behave differently and how they can achieve different effects using sounds outside.

Supporting our young musicians

Children are positive about their music lessons and can identify activities that they have enjoyed when asked. We offer a weekly drop in music club. Music is played as children go in and come out of worship. Music is often used in class to aid concentration or create calm. Songs are used to help learn facts or explore ideas and emotions. We celebrate our young musicians encourage children who play instruments to use them in music lessons and perform in school. We enjoy performing to the wider community. We offer opportunities to join other musicians through Shropshire Music Service events or 'Young Voices'. We advertise the fact that instrumental lessons and other opportunities are offered by Shropshire Music Service.

7. Assessment and reporting

Music lessons are taught weekly across all classes by a music specialist. This gives a good perspective on progression across the school. We offer opportunities for pupils to show that they can achieve the aims stated in the EYFS and National Curriculum. They perform to peers, the whole school and to a wider audience. Through positive feedback and encouragement, pupils grow in confidence and are able to demonstrate their ability and share their opinions. We use peer and teacher feedback to evaluate performance and suggest next steps. We use questions to clarify misconceptions and check understanding. Observation, notation and the use of listening diaries provide further evidence of progress. The children have opportunities to share and celebrate their progress through performing to others.

Attainment in music is shared with parents during parent's evenings and in written reports at the end of each year. These will include information on the pupil's attitude towards music and their progress in the skills and knowledge that has been covered.

8. Equipment and resources

We have a range of music resources. These are itemised on an inventory. Instruments are kept in a central location and the children are taught how to access, respect and maintain this resource. The subject leader is responsible for purchasing, organising and replenishing resources and works with staff to ensure equipment is available for each unit of study. The subject leader will carry out an annual audit of the music resources, reordering any consumables when necessary and making longer term plans if more expensive instruments are needed. Resources and equipment are assessed in line with the school's health and safety policy. Some music and resources are held on the Teacher shared site to be used for seasonal songs or specific events.

9. Health and Safety

Safe working practices are an integral part of all music activities. The children and staff are aware of safe and correct handling of instruments. There is specific guidance and routines in place to allow for organising groups rehearsing and performing safely and the hygienic use of recorders. Staff members will act in accordance with the school's Health and Safety Policy at all times and seek further support from the subject leader as needed. The teaching staff demonstrate to pupils how to work safely and ensure that all children using equipment are properly supervised. All pupils will be shown how to correctly use equipment and will be monitored by staff members whilst using equipment. From EYFS onwards when playing instruments or singing the need to protect their hearing is emphasised. Health and safety advice is clearly outlined in unit plans and teachers have access to advice and guidance from COSHH and CLEAPSS. Special risk assessments will be conducted when needed, for example when attending events such as Young Voices.

10. Equality of opportunity

All pupils will have equal access to the music curriculum. Lessons will be adapted to meet individual needs and alternative arrangements involving extra support will be provided where necessary. We aim to support more able pupils by providing opportunities to extend their learning.

11. Monitoring and review

The subject leader will monitor the delivery of music teaching and the quality of learning across the school. This is done through observations, drop in sessions, watching performances and discussions with children. The subject leader is also responsible for developing and reviewing the music action plan to ensure priorities are identified and actioned.

The subject leader will also meet regularly with the link governor to review priorities and actions and any developments will be communicated with staff.

This policy will be reviewed annually by the subject leader, in collaboration with the link governor, SLT and the head teacher.

12. Legal framework

This policy has due regard to statutory and non-statutory legislation and guidance including, but not limited to, the following:

DfE (2021) National Curriculum in England: music programmes of study Key stages 1, 2 and 3.

DfE (2014) The EYFS Statutory framework 2021: Expressive Arts and Design EYFS

DfE Model Music Curriculum: Key Stages 1 to 3 (non-statutory guidance March 2021)

Ofsted (2021) Research and review series: music

Shropshire Music Service (2019): Progression of Music Curriculum Skills from EYFS to KS2

This policy will be used in conjunction with the following school policies and procedures:

- Health and Safety Policy
- Accident Reporting Procedure Policy
- Primary Assessment Policy

13. Roles and responsibilities

The subject leader in conjunction with the specialist music teacher is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Music, providing support for staff where necessary.
- Enabling 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 resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- 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 assessment.
- Advising on the contribution of science to other curriculum areas, including cross-curricular and extra-curricular activities.

The classroom teacher is responsible for:

- Acting in accordance our Music Policy, ensuring that lessons are taught in line with the school's Health and Safety Policy at all times.
- Liaising with the Music coordinator and music teacher about key topics, resources and supporting individual pupils.
- In liaison with the music teacher, ensuring that all of the relevant statutory content is covered within the cycle of planning.
- In liaison with the music teacher, monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.