

Fulwood and Cadley Primary School



Music Policy

Date of Policy: September 2021

Review Date: September 2022

Subject Leader: Mrs J. Murphy

School Vision and Ethos

‘Wish It. Dream it. Do it. Be Unique’

At Fulwood and Cadley, our children are confident, courageous, fearless learners who, through our creative and inspiring curriculum, are enriched with opportunities to develop their skills: socially, emotionally and academically. Enriched learning experiences develop real life skills, technological expertise and emotional intelligence, which are underpinned with the promotion of a positive-growth mind-set throughout the curriculum and beyond. Pupils are resilient, determined, independent and show perseverance to overcome any challenge now and in the future.

Music Statement of Intent (including values and equality)

At Fulwood and Cadley, we understand that music can play an important role in the personal, social and emotional development of our children, allowing them to grow into confident individuals; inspiring enjoyment of music, creativity, personal expression and a greater appreciation of themselves and the world in which they live. It is our aim for every child to develop their skills as an individual and confidently embed a solid musical foundation with singing and performance at the heart of everything we do. We strive to provide our children with a variety of musical experiences; introducing them to an eclectic range of music from across history, styles, traditions and genres to allow them to foster an appreciation, understanding and personal preference for the music that they experience both live and recorded, appraise, compose and perform. Through links with the Lancashire Music Service and specialist Music Teachers in school, all children in KS2 have the opportunity to learn to play an instrument and develop their skills and talents as musicians.

We deliver a broad and balanced music curriculum which enables pupils to:

- Perform, listen to, review and evaluate a wide range of music
- Learn to sing and use their voices.
- Create and compose music on their own and alongside their peers.
- 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.

Legal Framework

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

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

Roles and Responsibilities

The **leader of music** is responsible for the strategic leadership of their subject within the school curriculum. This may include specific roles or responsibilities such as:

- Preparing policy documents
- Reviewing curriculum implementation through effective whole school planning
- Keeping up-to date with latest research and shifts in education, reviewing changes to the national curriculum and advising on its implementation.
- Monitoring the learning and teaching of geography, providing support through coaching or team teaching for staff where necessary.
- Ensuring the continuity and progression of skills from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils, including deepening understanding through enrichment and wider experiences.
- Helping to develop colleagues' expertise in the subject
- Organising the deployment of resources and carrying out an annual audit of all geography 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 assessing learning.
- Advising on the contribution of geography to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of geography in subsequent years.

The classroom teacher is 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.
- Liaising with the music leader about key topics, resources and supporting individual pupils.
- 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 music leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

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 use of teaching assistants in order to meet pupils' needs.

Implementation (teaching and learning, cross curricular links, planning and home learning and key skills and knowledge)

- First and Foremost, the teaching of music follows the national curriculum which provides a full breakdown of the statutory content to be taught within each unit.

Early years foundation stage (EYFS)

- All pupils in the EYFS are taught music as an integral part of the topic work covered during the academic year.
- All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

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 stories.

National Curriculum

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

KS1 pupil objectives

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.

KS2 pupil objectives

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.

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.

Cross-curricular links

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

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.

Mathematics

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

ICT

- Pupils learn to use technology to compose music, and enhance their research skills through the internet and Garageband.
- Pupils listen to music electronically and record compositions electronically.

- Pupils are able to present their work using programs such as Word and PowerPoint.

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.

Teaching and learning

- Music lessons are delivered once a week in full or through shorter sessions during the week eg singing focus sessions.
- Music is taught by the class teacher or Teacher/TA covering PPA time.
- 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.
- Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates.
- 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

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.

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.

At **Fulwood and Cadley**, we do not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

Planning

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

The school creates 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
- Medium-term: includes the details of work studied each **term**
- Short-term: includes the details of work studied during each **week**

The **subject leader** is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

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

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

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.

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

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

Long-term planning will be used to outline what will be taught within each year group.

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.

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

Medium-term plans will be shared with the **SLT** to ensure there is progression between years.

Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Where appropriate, homework will be set on a half-termly basis and will build on that half-term's objectives.

Homework will take a variety of formats, including written tasks, practising music, listening to music, and music games.

Impact (assessment and reporting and monitoring and review)

Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy.

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

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'.

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

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
- Performances

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

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.

Summative assessments are also used at the end of each term. Teachers will make a judgement about the work of each pupil in relation to the national curriculum – results will be recorded on O'Track.

Parents will be provided with a written report about their child's progress during the **Summer** term every year.

Verbal reports will be provided at parent evenings during the **Autumn** and **Spring** terms.

The progress of pupils with SEND will be monitored by the **SENDCO**.

Musical events and opportunities

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

The school choir meets regularly during the year to allow pupils to enjoy singing together. The school choir also performs in public on a number of occasions throughout the year including the Young Voices Concert in Manchester.

Throughout the year the school provides some introductory instrumental lessons as an extra curricular club eg guitar and Keyboard.

The school also provides private instrumental lessons through Lancashire Music Service eg guitar.

The school will provide an appropriate space and equipment for pupils to practice their instruments, ensuring that time slots to use the space are allocated fairly.

The following opportunities are available throughout the year:

- School choir
- Introductory guitar lessons
- Introductory keyboard lessons
- Private instrumental lessons can be arranged through Lancashire Music Service

Resources

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

Musical resources will be stored in **the School Hall**, including books and instruments.

The School Hall contains an array of resources and topic books to support pupils' research.

Pupils will use ipads and laptops to conduct research in music, to listen to musical extracts and to compose, edit and mix their own music using apps such as Garageband and audacity.

CDs are available allowing pupils to listen to a wide range of music.

Classical extracts are also available online through ABRSM & Classical FM 100 classical pieces for pupils to listen to.

Where possible, display walls will be utilised and updated, in accordance with the area of music being taught at the time.

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

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

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