

Music Policy



Costock CE Primary School

Where every child is a star! 

'As God's children, we shine like Stars' Philippians 2 v.15

Our Promise

Every day at Costock Church School we are experiencing and learning;

Service to God, each other and ourselves, Truth, Agape and Respect

As we leave each day we take these Christian Values with us

Approved by:	SLT	Date: Autumn 2023
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1. Purpose of the policy

This policy reflects the aims and values of Costock C of E Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- › Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- › Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- › Provide clear information to parents and carers about what their children will be taught
- › Allow the governing board to monitor the curriculum
- › Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Construction of Curriculum (Intent)

“Music is a universal language that embodies one of the highest forms of creativity”

National Curriculum 2013

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

Music itself brings people together. Any individual can observe this from walking down the street and seeing individuals performing to going to a concert or festival of a popular band. Music is a universal language one in which is shared across the world through a variety of growing formats allowing access to people from all walks of life with different religious beliefs and worldviews.

At Costock C of E Primary School the intention is that children gain a firm understanding of what music is through listening, singing, playing tuned and untuned instruments, improvising and composing music, evaluating and analysing across a wide variety of historical periods, styles, traditions, and musical genres. Through the National Curriculum for music and alongside the Kapow music scheme of work children are able to meet the end of key stage attainment targets.

It fundamentally helps children to feel that they are musical, and develop a life-long love of music. We aim to nurture and develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and 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 the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. Through music, our curriculum helps children develop transferrable skills such as team-working, leadership, creative thinking, problem solving, decision making and presentation and performance skills.

3. Aims and outcomes

By the time pupils leave the school, they should:

- 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 to 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.

4. Teaching and learning

Music is taught in mixed aged classes by class teachers or HL T.A. Music lessons are delivered once a week using the Kapow resource.

Focus on singing, including hymn singing, is delivered to the whole school once a week as well as being included every day during Collective Worship. Singing is also encouraged across the curriculum to support learning facts about other topics.

The musical progression through KS1 and KS2 is demonstrated in the sequence below. The instrumental work is differentiated allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.

In Year 3 and 4, pupils learn how to play the recorders as well as other tuned instruments.

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 class teacher, in collaboration with the subject leader, will ensure that the needs 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.

Key vocabulary has been identified for each year group.

The Kapow Scheme work provides teachers with week-by-week lesson support for each year group in the school. Teachers use the lesson plans, assessment, clear progression and whiteboard resources to support lessons. The Scheme supports all the requirements of the national curriculum.

Each lesson in the Scheme is designed to last for one hour.

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

- Listening and Appraising
- Musical Activities
- Warm-up Games
- Optional Flexible Games
- Singing
- Playing instruments
- Improvisation
- Composition
- Performing

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 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. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Teachers are responsible for reviewing and adapting plans considering pupils' needs and identifying the methods in which topics could be taught. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

5. Curriculum overview

Here at Costock C of E Primary School, pupils will follow a Music curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enjoy and access music in a variety of ways.

5.1 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 ELG – being imaginative and expressive, which enables children to:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

5.2 Key Stage (KS) 1

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

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.

5.3 Key Stage (KS) 2

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

5.4 Programmes of study

Costock CofE Primary School Music Rolling Curriculum						
<u>Long Term Overview</u>						
Cycle A						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Twinkle	Exploring Sounds	Celebration Music Nativity	Big Band	Music and Movement	Transport	Musical stories
Class 1	Year 1: Pulse and rhythm (Theme: All about me)	Nativity	Year 1: Pitch and tempo (Theme: Superheroes)	Year 2: Musical me	Year 2: On this island: British songs and sounds	Year 2: Orchestral instruments (Theme: Traditional western stories)
Class 2	Creating composition in response to an animation: Theme: Mountain	Developing singing technique: Theme Vikings	Adapting and transposing motifs: Theme: The Romans	Instrumental: South Africa	Instrumental: Caribbean	Key Stage 2 production
Class 3	Composition Notation (theme- Ancient Egypt)	Blues	South and west African music	Composition to promote festival of colour	Songs of World War 2	Musical theatre KS2 production Leavers Song
Cycle B						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Twinkle	Exploring Sounds	Celebration Music Nativity	Big Band	Music and Movement	Transport	Musical stories
Class 1	Year 1: Musical vocabulary (Theme: Under the sea)	Nativity	Year 2: African call and response song (Theme: Animals)	Year 1: Vocal and body sounds (Theme: By the sea)	Year 2: Dynamics, timbre, tempo and motifs (Theme: Space)	Year 2: Myths and legends
Class 2	Year 3: Jazz	Year 4: Rock and Roll	Instrumental: Recorders	Instrumental: Recorders	Changes in pitch, tempo and dynamics:	Key Stage 2 production

					Theme: Rivers	
Class 3	Dynamics, pitch and texture	Film Music	Theme and variations (Pop Art)	Baroque	Looping and mixing	Musical theatre KS2 production Leavers Song

6. Cross-curricular links and SMSC

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas. Opportunities will be identified by the subject leaders and by teams of teachers. Collective worship will provide additional opportunities for links.

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.

Computing:

- 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.

Religious Education, collective worship and Spiritual, moral, social and cultural development SMSC

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Children practise and sing a variety of songs and hymns. Children leave school with a rich singing heritage, including Christian repertoire, which can be built on in their later life. Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances. Children perform in Church at Harvest, Christmas, Easter and Leavers Service.
- Music is used in creating the right atmosphere for worship and reflection to occur. Pupils learn to reflect on mood and senses through listening to and interpreting music. Children listen to variety of music when entering worship.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

7. Assessment and recording

7.1 Assessment

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

From Reception to Year 6, learning consists of five/six half-termly Units of Work. Each Unit consists of a Baseline quiz and an End of Unit quiz, which teachers use alongside the assessment documentation in the Kapow resource.

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

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
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- Parents will be provided with a written report about their child's progress during the Summer term every year.
- Verbal reports may be provided at parent-teacher interviews during the Autumn and Spring terms.

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

Marking

Children receive regular feedback and marking follows the school's marking policy.

7.2 Recording

In Music, pupils will record their learning in the following ways:

- Music folders
- Reception-Individual Learning Journey
- Videos

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Textbooks and other equipment

Music resources are stored in the music cupboard in Class 1's wet area. The music lead is responsible for ensuring that all resources and equipment are sufficiently maintained, and for maintaining an inventory of resources. The music lead will carry out an annual audit of the music resources. Any equipment or resources which are a cause of concern will be removed from the music cupboard immediately. Equipment will be checked by the relevant teacher prior to each use and any damages or defects will be reported to the music lead immediately. Staff will also inform the music lead of any changes regarding music resources.

8.2 External speakers, local museums, trips

Opportunities for outdoor learning will be provided where possible. Each class will have the opportunity to undertake music-based external educational visits where appropriate. Throughout their time at school, all children will have the opportunity to go to church where they will join in with hymns amongst the congregation as well as take part in the school nativity and KS2 production.

9.1 Headteacher

The headteacher at our school will:

- The overall implementation of this policy.
- Ensuring the school's music curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the music curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching music.

9.2 Subject Leader

The subject leader at our school will:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- 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 a regular 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.

9.3 Governor

The link governor responsible for Music at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

- 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 subject leaders 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.

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of home learning tasks

10. Inclusion

Teachers set high expectations for all pupils in Music. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study music, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in Music.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- SEND policy

12. Monitoring and review

This policy will be reviewed by SLT every 3 years or sooner if required.