

# Litton Church of England Primary School



## Music Policy

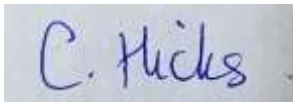
**Date Reviewed:** 11/05/2023

**Date Approved:** 03/07/2023

**Approved by:**

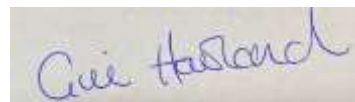
**Version: 1**

Signed:



Mrs Caroline Hicks

Headteacher



Mrs Gill Howland

Chair of Governors

Review date	By whom	Summary of changes made	Date implemented
11/05/2023	C.Hicks	Updated policy	11/05/2023

## **Statement of intent**

Litton CofE Primary School understands that music can inspire and motivate pupils, and play an important role in their personal development. Music can also help pupils develop a greater appreciation of the world we live in, by understanding different cultures and societies through music. The music curriculum at Litton provides all pupils with a range of musical experiences which ensures everyone gets an opportunity to explore and develop new skills. We aim for music making to be a fun and an inclusive learning experience, through which we can build up their enjoyment of music, self-confidence and sense of achievement.

Litton CE Primary School 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 and to progress to the next step in their music journey.
- 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.
- To have the opportunity to showcase their talent whatever the child's ability or grade.

## **Legal Framework**

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 (2021) 'Model Music Curriculum Key Stage 1 to 3 (non-statutory guidance)
- DfE (2017) 'Statutory framework for the early years foundation stage'

## **Roles and responsibilities of the Subject Leader**

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 Headteacher as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extra-curricular activities.
- Liaising with and co-ordinating the peripatetic teaching.
- Gathering evidence through performance and class lessons for assessment.
- Monitoring the use and effectiveness of the Charanga and Music Express scheme of learning.

## **Early Years Foundation Stage (EYFS)**

All pupils in the EYFS are taught music. 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 Development Matters.

- 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.

### **National Curriculum**

All pupils within KS1 and KS2 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 interrelated dimensions of music.

**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 interrelated dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff (stave) 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.

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

### **Teaching and Learning**

Music lessons are delivered once a week in EYFS, KS1 and KS2.

Music lessons are to be delivered by a qualified teacher or HLTA

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 'sticky knowledge', with the aim of ensuring that what is

learnt is sustained over time. However, 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 (skills)
- Increasing challenge and difficulty in musical activities (Practical Knowledge)
- Increasing confidence, sensitivity and creativity in pupils's music-making (Sticky Knowledge)

Core planning is provided by a bought in scheme (Charanga and Music Express) which includes a whole school long-term plan as well as individual plans that teachers can adapt and modify for each lesson. The subject leader is responsible for reviewing and moderating the impact, progress and enjoyment gained from the scheme and will review annually. Teachers are responsible for reviewing and updating short-term plans, considering pupils' needs and identifying the methods in which topics could be taught. 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 the units to be taught within each year group. 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.

## **Assessment and Reporting**

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.

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

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.

Pupils will be given an opportunity to self-assess at the end of each unit. Parents will be provided with a written report about their child's progress during the Summer term every year.

### **Musical Events and Opportunities**

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

The school choir meets on a fortnightly basis to allow pupils to enjoy singing together. The school choir and performance groups also performs in public on a number of occasions throughout the year such as during Wakes Week. The school will provide an appropriate space and equipment for pupils to practice and be taught their instruments, ensuring that time slots to use the space are allocated fairly.

The following opportunities are available to all pupils:

- School choir
- Private tuition to play musical instruments
- Collective worship and music assemblies
- Smaller ensembles, e.g. recorder groups / brass groups.

## **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. Online resources will be used in order for pupils to listen to a range of musical styles. 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. A Music display board will hold key information about topics and key terminology.

## **Equal Opportunities**

All pupils will have equal access to the music curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons. All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used. Litton CofE Primary School will provide more able pupils with the opportunity to extend their musical thinking through extension activities such as being part of a performing group. However, all abilities of pupils have the opportunity to celebrate their achievements whether it is playing in collective worship, performing groups or in class lessons.

## **Monitoring and Review**

This policy will be reviewed on a two-yearly basis by the subject leader. The subject leader will monitor teaching and learning, ensuring that the content of the national curriculum is covered consistently across all phases of pupils' education. A named member of the governing body is briefed to oversee the teaching of music and meets regularly with the subject leader to review progress. Any changes made to this policy will be communicated to all teaching staff.