



Music Policy

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The importance of Music

Music is a unique way of communicating that has the power to inspire and motivate. It provides opportunities to promote spiritual and mental health wellbeing, whilst also developing social and cultural understanding. Music is a vehicle for personal expression and plays an important role in community cohesion.

High quality music education enables lifelong participation in and enjoyment of music. It should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Intent: what is our curriculum aspiring to achieve?

We aim for pupils to be able to master Music to such an extent that they can go on to have careers within music and make use of music effectively in their everyday lives. Our pupils are taught Music in a way that ensures progression of skills, and follows a sequence to build on previous learning. They will gain experience and skills in a wide range of music dimensions enabling them to use music in a wide variety of contexts and learning opportunities that ensure they make progress.

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

- **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.

Early Years Foundation Stage

Pupils should be taught to:

- sing a range of nursery rhymes and song
- perform songs, rhymes, poems and stories with others
- when appropriate, try to move in time with music

Key stage 1

Pupils should 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.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should 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.

Walkley Primary School Vision for Music

- To promote a positive attitude towards music.
- To develop pupils' ability to listen to and appreciate a wide variety of music.
- To explore a range of musical elements and to enable all pupils to explore music in a variety of ways, finding links with other areas of the curriculum.
- To encourage active involvement in creating and developing musical ideas using voices and instruments.
- To develop a sense of group identity and togetherness through composing, rehearsing and performing music with others, to an audience.
- To ensure all pupils progress in music and are challenged appropriately through an in depth understanding.
- To ensure all pupils in both KS1 and KS2 have the opportunity to learn a musical instrument.
- To provide the opportunity for all pupils to be able to progress to the next level of excellence with their music education.

At Walkley Primary School, pupils gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres. We are committed to developing 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 pupils 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.

Implementation: what do we do to deliver our intent?

Music in the Curriculum

The Walkley Primary School Music curriculum ensures pupils sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments.

Through the Music Scheme 'Charanga', teachers are able to produce inclusive learning for all pupils to access the music curriculum in a fun and engaging way. Blocks of lessons are planned in sequences to provide pupils with the opportunities to review, remember, deepen and apply their understanding. Skills and knowledge are built on from previous year groups to ensure progression. The scheme has been adapted to suit the intent of our curriculum.

The elements of music are taught in classroom lessons so that pupils are able to use the language of music to dissect it, and understand how it is made, played, appreciated and analysed. Playing various instruments enables pupils to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose using tuned and untuned instruments, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Sheffield Music Hub Provision

Our music curriculum is enhanced through a comprehensive package of music education through our partnership work with the Sheffield Music Hub.

Full class lessons are taught across key stage 1 and 2 as follows:

Y2 - recorders

Y3 - violins

Y4 – drumming

Whilst in these year groups, pupils receive these lessons for half the year and the other half of the year they access the Charanga curriculum.

All pupils are given the option to progress to the next level of excellence in learning a musical instrument through our subsidised pathways programme in the following year group.

We offer Y3 – Y6 pathways in clarinet, violin and drumming.

Resources

We have a dedicated space for music lessons that is in regular use throughout the week for different activities. This room is also available for booking one off sessions. Stored in this room are a wide range of music instruments and resources to support the teaching of Music.

Music in the Early Years

To promote a love of music in our EYFS, children have access to a range of instruments during continuous provision. Children take part in carpet sessions based on music with a focus on communication and language. Our EYFS take part in 2 block sessions per year with our specialist dance teacher. Here they cover the beginnings of moving to music rhythmically. Singing is a major part of our EYFS daily routines. It embeds an understanding of many aspects of the curriculum such as; communication and language, maths, literacy and understanding the world. Children learn songs relevant to themes such as minibeasts and heroes.

Impact: how do we ensure that pupils are learning?

- We assess pupils' work in Music while observing them working during lessons.
- Pupils are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.
- Each termly Charanga block and termly Music Hub provision culminates in a final performance. This is filmed by the teacher and used as evidence and for assessment.
- Music is assessed in accordance with the school's assessment policy. We record attainment and progress on a PiTA grid. This enables teachers to make regular termly assessment of progress for each child and we pass this information on to the next teacher at the end of each year.
- The Music Subject Leaders oversee the evidence of provision across the school. This ensures the expected level of provision and achievement in Music across the school.
- Teachers observe, question, listen, intervene and modify tasks in order to support the learning needs of all pupils. Pupils are encouraged to take on active role in the assessment process by stating their opinions, discussing their work and identifying what has gone well and what needs further development against the learning objective and success criteria outlined to them in the lesson.
- Pupils' progress in Music is reported to parents through the pupil annual report and parental consultation meetings.
- Assessment and feedback information from Sheffield Music Hub inform teachers' judgement when assessing pupils in their class.

Health and Safety

Teachers are responsible for ensuring the safety of the pupils during the lesson by instructing them in the safe and appropriate use of any equipment. The school as a whole is responsible for the general care of the instruments during the lesson by instructing the correct use of the instruments and by replacing them safely after use. The music specialist should report damage to instruments to the Music Leaders as soon as possible.

The following guidelines will also be followed to ensure pupil's safety:

- Instruments will be checked regularly to ensure that they are in good repair and of good quality.
- Pupils who are taught to play a wind instrument will have an individually labelled instrument and so there will be no need for sharing.
- Wind instruments (e.g. recorders) will be sterilized before they are reissued to other pupils.
- Where pupils are to participate in activities outside the classroom, for example external performances and attending musical events a risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Responsibilities

- Teaching staff, in partnership with Sheffield Music Hub, have a responsibility to ensure Music sessions are planned, delivered and assessed as outlined in the policy.
- Teaching assistants have a responsibility to deliver planned sessions and provide feedback to teaching staff regarding the progress, engagement, misconceptions and achievements of the pupils (in some cases teaching assistants may also be responsible for planning activities).
- Supply teachers have a responsibility to ensure Music lessons are planned, delivered and assessed as instructed by teachers in line with the Music policy.

- Subject leaders and SLT have a responsibility to monitor whole school application of the Music policy by all staff and ensure observed practice is effective. They will also deliver CPD when necessary.

Monitoring and review

Music will be monitored through observations, pupil interviews, scrutiny of evidence and assessment data by SLT and subject leaders to ensure:

- The policy is applied by all staff.
- Blocks are planned and delivered in line with the policy.
- Sessions are pitched at the level appropriate for the group.
- Accurate assessments of pupils' achievements.
- PiTA objectives are used accurately.