



St Peter's C.E. Primary School

Music Policy

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1. Statement of Intent

Music Curriculum:

At St. Peter's C.E. Primary School, we believe that Music prepares children to take part in the development of the rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become innovative and creative thinkers and problem-solvers, both as individuals and as part of a team.

At St. Peter's, through the study of Music, children combine practical skills with an understanding of listening and evaluating their own and other performances and compositions. This allows children to analyse and evaluate a range of musical genres and traditions and discuss its uses and its impacts. We are determined to instil in our children a sense of self-worth, coupled with the ability to communicate and express their own thoughts, feelings, and opinions clearly and effectively.

We achieve this by cultivating a love of music. In a positive and caring environment, in which music is inspirational, holistic and meaningful, our children develop co-ordination, imagination, creativity, aesthetic sensitivity, confidence and ultimately fulfilment. Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates response on both emotional and intellectual levels.

Musical activities include singing (both in class and as a whole school), exploring sounds through tuned and untuned instruments, and listening and responding to music from a variety of cultures and historical periods. All these activities involve the inter-related dimensions of music of pitch, tempo, duration, timbre, texture and structure.

● 2. Legal Framework

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'Music programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the Early Years Foundation Stage'
- Equality Act 2010

2.2 This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy
- Primary Assessment Policy
- SEND Policy

3. Roles and Responsibilities

3.1 The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for Music.
- Reviewing changes to the National Curriculum and advising teachers on the implementation of these.
- Monitoring the learning and teaching of Music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in Music.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Liaising with the SENCO about support for pupils with SEND.
- Communicating developments in the teaching of music to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in music.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular links and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

3.2 The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring the progression of pupils' music skills, with due regard to the National Curriculum.
- Planning lessons effectively, using the school's chosen scheme of work and ensuring a range of teaching methods are used to cover the content of the National Curriculum.
- Sharing and displaying pupils' work in a way that enhances the learning environment and promotes a variety of ideas and designs.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis.
- 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 to effectively teach music.
- Evaluating schemes of work and maintaining the resources required to deliver lessons.

3.3 The SENCO is responsible for:

- Liaising with the subject leader to implement and develop specialist music-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of music in pupils' learning support plans (LSPs).
- Advising staff on the use of TAs to meet pupils' needs.

● 4. Curriculum Objectives

4.1 The Music Curriculum will allow pupils to:

- Have the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions.
- Develop their understanding of music through these activities.
- Help them develop positive attitudes and to experience success and satisfaction in music, regardless of ability.
- Develop social skills through cooperation with others in the shared experience of music making.
- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Experience the opportunity to perform music both vocally and with instruments.
- Encourage them to explore a wide range of sounds.
- To compose music and express their ideas and feelings through music.
- Experience listening to music of a variety of styles and cultures both through high quality recordings and live performances.
- Develop their appreciation of the richness of our musical heritage.
- Experience an array of performance opportunities so that they can feel part of a community.
- Achieve high standards in performance.
- Feel motivated to enjoy and succeed in music.
- Effectively and passionately express ideas and opinions about music
- Experience the opportunity to develop their musical talents.
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others.

● 5. Subject Content

5.1 **Foundation Stage:**

All pupils in the EYFS are taught Music as an integral part of the play-based learning covered during the academic year.

All Music objectives within the EYFS are underpinned by the following three prime areas outlined in the 'Statutory framework for the Early Years Foundation Stage 2021':

- Communication and language
- Physical development
- Personal, social and emotional development

There are four specific areas through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Music curriculum in EYFS focuses on the specific areas of **expressive arts and design** and **being imaginative**.

Pupils will be taught to:

- Sing songs, make music and dance, and experiment with ways of changing them.
- Represent their own feelings through art, as well as music, dance, role play, storytelling and D&T.

5.2 **EYFS End Point:**

By the end of Foundation 2, pupils will have explored a variety of music through listening, singing and playing instruments. Pupils will experiment with untuned percussion learning to control them with increasing accuracy. Pupils can respond to music using appropriate movements or language. Throughout Foundation Stage pupils will learn a variety of simple songs from different cultures with increasing aural accuracy. This will prepare children to readily access the KS1 curriculum.

5.3 Key Stage 1:

Key Stage 1 pupils will:

The knowledge, skills and understanding in the programmes of study identify the interrelated aspects of music in which pupils make progress:

- **Performing skills:** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- **Composing skills:** Play tuned and untuned instruments musically.
- **Listening Skills:** Listen with concentration and understanding to a range of high-quality live and recorded music.
- **Appraising skills:** Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Planning in KS1 is predominantly taken from the Music scheme- Charanga. Teachers ensure that they plan inspiring and engaging lessons that are in line with our school music progression map to ensure that progression is effective throughout school.

5.4 KS1 End Point:

By the end of Key Stage 1, pupils will be taught the knowledge, understanding and skills needed to support them through the process of listening, composing and performing music. Pupils will be taught a range of songs from different traditions, developing an understanding of singing in time and in pitch. They will be able to compose and improvise with increasing rhythmic variety and accuracy on tuned and untuned percussion. Pupils in KS1 will listen with increasing attention to detail and will be able to identify differences between, and changes in pitch, tempo, dynamics and duration.

5.5 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.

Key Stage 2 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.

We are lucky to be able to access peripatetic teaching from the St. Helens Schools Music Service in Years 3 (strings), 4 (woodwind) and 5 (brass). In year 6, music teaching focusses on voice and percussion. Year 6 attend the mass children's choir *Young Voices* annually to perform with a live band to a large audience.

5.5 **KS2 End Point:**

By the end of Key Stage 2, pupils will be taught the knowledge, understanding and skills needed to support them through the process of listening, composing and performing music. Pupils will use their voice and a broad selection of instruments to perform a variety of pieces from different cultures and historical periods. They will be able to compose and improvise with increasing rhythmic variety and accuracy on tuned and untuned percussion utilising the inter-related dimensions of music. Pupils in KS2 will actively listen with attention to detail and will be able to identify differences between, and changes in pitch, tempo, dynamics, and duration, as well identify the instruments that are performing and talk about the families they are from. They will also be able to comment on the music they are listening to and performing using appropriate language specific to the task. Pupils will be able to record their music either through simple standard western notation or through an alternative notation system such as graphic scores or rhythm grids.

6. Equal Opportunities

- 6.1 We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. Our **Equal Opportunities Policy** ensures all pupils are able to achieve their potential in all areas of the curriculum.
- 6.2 In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the music curriculum is differentiated for these pupils, in line with the school's **SEND Policy**.
- 6.3 The planning and organising of teaching strategies for music will be reviewed on a **termly** basis by the **subject leader** to ensure that no pupil is at a disadvantage.
- 6.4 The school aims to maximise the use and benefits of music as one of many resources to enable all pupils to achieve their full potential.

● 7. Cross Curricular Opportunities

7.1 **English:**

Music enhances English through **spoken language** by:

- Participating in discussion, taking turns and listening to what others say.
- Asking relevant questions to extend their knowledge and understanding.
- Listening and responding appropriately to adults and other pupils.
- Providing opportunities for pupils to give verbal descriptions and explanations.
- Providing opportunities for pupils to consider and evaluate different opinions.
- Using discussions as a way to explore ideas and viewpoints.
- Singing a variety of songs from British traditions using a wide range of vocabulary.
- Talking about song structure (similar to poetry) to discuss rhyming patterns and couplets.

Music enhances English through **writing** by:

- Providing opportunities for pupils to write for real purposes and audiences through song lyrics.
- Providing opportunities for pupils to write an analysis of music and performances from recordings, live performances and peer performances.
- Providing opportunities for pupils to write about the cultural aspects of the music genre being studied.

7.2 Mathematics:

Music enhances **Mathematics** by giving pupils opportunities to:

- Learn that counting is at the forefront of music as it requires students to become familiar with counting the pulse of the melody.
- Understand that rhythmic patterns provide opportunities to practice fractions and division.
- Become familiar with the idea that rhythmic patterns provide opportunities for addition.
- Experience rhythmic and melodic patterns and understand that they can provide opportunities for repeating patterns and sequencing work.
- Adapt their knowledge of each subject to understand that time can be used for duration and pulse.

7.3 Computing:

Music enhances **Computing** by giving pupils opportunities to:

- Take photographs and videos of performances and rehearsals.
- Use specialist recording equipment for capturing sounds.
- Use software to manipulate and layer sounds for composition (Audacity, BandLab, GarageBand).
- Use apps to make loops, samples and patterns to compose.
- Develop an understanding of sequence

7.4 Art and Design:

Music enhances **Art and Design** by giving pupils opportunities to:

- Use shapes and patterns to create non-traditional notation.
- Use materials to make sounds for performance and composition.
- Explore a range of media and materials creatively to design and make instruments.

7.5 Geography:

Music enhances **Geography** by giving pupils opportunities to:

- Use the music traditions of the countries being studied to help children gain an understanding of their traditions.
- Look at similarities and differences between music traditions around the globe.

7.6 Science:

Music enhances **Science** by giving pupils opportunities to:

When learning about materials:

- Use everyday materials to make classroom instruments.
- Think about recycled materials to make found music.

When learning about animals including humans:

- Learn about controlling our bodies to play instruments.
- Learn about how we make sounds using our bodies.

When learning about sound

- Learn about how sound is made on different instruments including voice.
- Learn about how dynamics and volume can affect our hearing long term.

When working scientifically:

- Ask simple questions and observe closely.
- Plan different types of scientific enquiries to answer questions. e.g. if I pluck the instrument harder will the volume increase?

7.7 **History:**

Music enhances **History** by giving pupils opportunities to:

- Look at the music that was being made during the time period being studied.
- For example:
 - Tudors: study Greensleeves
 - World War 2: War songs.

7.8 **PE:**

Music enhances **PE** by giving pupils opportunities to:

- Move appropriately in response to the music.
- To learn set routines to music.
- To learn traditional dances from different cultures to accompany music.

● 8. Health and Safety

- 8.1** Instruments are put away carefully after each session unless on display or in use in the music area.
- 8.2** Instruments are stored appropriately according to size, weight and shape.
- 8.3** Children are encouraged to take care when transporting instruments.
- 8.4** Children are taught not to step over instruments and to handle all instruments with care and respect.
- 8.5** Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- 8.6** Appropriate steps are taken to ensure hygienic use of blowing instruments.

● 9. Teaching and Learning

- 9.1 Music lessons are delivered weekly in each term for pupils in KS1 and KS2.
- 9.2 The school uses a variety of teaching and learning styles in Music lessons that are matched to the activity and ability of pupils. The main aim of these lessons is to develop pupils' knowledge, skills and understanding. All pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations.
- 9.3 Teaching and learning styles are adapted to support pupils with SEND to ensure these pupils continue to have their confidence and self-esteem raised. It is a subject in which success does not depend on academic ability.
- 9.4 Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and producing work and evaluating these.
- 9.5 The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to the ideas of others and treating them with respect.
- 9.6 Children who demonstrate a talent for music through musical skills beyond their age will be given extra challenges through differentiated work, questioning and homework, and through extra-curricular activities and performing opportunities.
- 9.7 Principles for effective teaching include:
 - Setting tasks in the context of pupils' prior knowledge – revisiting prior learning.
 - Promoting active learning.
 - Inspiring, exciting and motivating pupils to know more.

- 9.8 Strategies for effective teaching include:
- Ensuring the teaching methods used suit the purpose and needs of the pupils.
 - Providing a meaningful context and clear purpose when assigning tasks.
 - Using focussed practical tasks to help pupils develop and evaluate techniques.
 - Ensuring tasks are built on skills and understanding.
- 9.9 The classroom teacher will work with the subject leader to ensure that the needs of all pupils are met by:
- Setting tasks which can have a variety of creative and innovative responses.
 - Providing resources of differing complexity, according to the ability of the pupils.
 - Setting tasks of varying difficulty, allowing challenge for all.
 - Utilising support staff to ensure that pupils are effectively supported.
- 9.10 Evidencing Learning
Work can be evidenced through the following:
- Photographs
 - Videos
 - Audio Recordings
 - Displays
 - Written work
 - Class blog / social media page
- 9.11 Evidencing work is essential as it is a record of individual pupils' experiences and ideas throughout a year and key stage and will be seen as evidence for assessment and reporting purposes.
- 9.12 Displays
- Displays of work are used to celebrate achievement and support teaching and learning.
 - The school promotes displays of work in classrooms and corridors to influence how pupils feel about their environment, promote high expectations and raise self-esteem.
 - Displays are used to communicate ideas, stimulate interest, celebrate pupils' work, reflect the ethos of the school and respond to pupils' interests.
 - Music displays can also include televisions with recorded performances, recorded audio being played around the school (entrances/exit of assemblies, in classrooms etc.), QR codes on display boards with links to performances.

● 10. Planning

- 10.1 Planning of the music curriculum is focussed on creating opportunities for pupils to:
- Know and understand how sounds are made and then organised into musical structures;
 - Know how music is made through a variety of instruments;
 - Know how music is composed and written down;
 - Know how music is influenced by the time, place and purpose for which it was written;
 - Develop the interrelated skills of performing, composing and appreciating music.
- 10.2 The school creates long-term, medium-term and short-term plans for the delivery of the music curriculum – these are as follows:
- Long-term: includes the aspects of music studied in each term
 - Medium-term: includes the details of work studied each term
 - Short-term: includes the details of work studied during each lesson
- 10.3 The subject leader is responsible for reviewing and updating long-term and medium-term plans and communicating these to teachers.
- 10.4 Class teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, considering pupils' needs and identifying the methods in which topics could be taught.

- 10.5 All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 10.6 Issues of health and safety are addressed in the planning and delivery of the music curriculum.
- 10.7 Class teachers will use the key learning content in the DfE's statutory guidance 'Music programmes of study: key stages 1 and 2'. (The National Curriculum)
- 10.8 Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 10.9 There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 10.10 Long-term planning will be used to outline the aspects of music to be taught within each year group.
- 10.11 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 writing and assessment.
- 10.12 Medium-term plans will identify learning objectives, main learning activities and differentiation. Opportunities for revisiting prior learning will also be identified.
- 10.13 Medium-term plans will be shared with the subject leader to ensure there is clear progression between years.
- 10.14 Short-term planning will be used flexibly to reflect the intention of the lesson, the success criteria, and the aims of the next lesson.
- 10.15 All lessons will have clear learning intentions, or inquiry questions which are shared and reviewed with pupils.
- 10.16 Planning from any outside teachers will be shared with the subject leader ensuring it is in line with the schools' long-term planning.

● 11. Assessment and Reporting

At St. Peter's, teachers are provided with record sheets that allow them to perform formative assessments regularly. Each class is split into ability groups and tracked throughout the year against the targets found in the school music progression map. At the end of each academic year, a summative judgement is reached which determines whether each group of children have met the expectations of the year. Judgements are reached through observations of children in lessons, marking and observations of written and recorded work and discussion with the children. Moderation sessions between the music co-ordinator and class teachers are scheduled at the end of the year to ensure targets (especially composition targets) are valid and progression is fluid and effective. There is a section on each child's annual report dedicated to music.

- 11.1 Pupils will be assessed, and their progression recorded, in line with the school's Assessment Policy.
- 11.2 By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study.

- 11.3 An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five. This will include reporting on characteristics of effective learning.
- 11.4 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'.
- 11.5 The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.
- 11.6 Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 11.7 Assessment will be undertaken in various forms, including the following:
- Questioning
 - Discussions
 - Marking work
 - Pupils' self-evaluation of their work
 - Performances
- 11.8 Teachers will also assess pupils through their:
- Knowledge of key musical terms.
 - Ability to record and communicate their ideas in a clear manner.
 - Personal qualities and attitudes towards their work.
 - Ability to explain what they have composed and how.
 - Ability to use instruments effectively.
 - Ability to evaluate their work and the work of others.
- 11.9 Formative assessment, which is carried out informally throughout the year, will be used to identify pupils' understanding of subjects and inform lesson planning.
- 11.10 End-of-year assessments will be passed to relevant members of staff, such as the subject leader and future teachers, to demonstrate where pupils are at a given point in time.
- 11.11 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 and record assessments using the school tracking system.
- 11.12 Parents will be provided with a written report about their child's progress during the summer term every year. This will include information on pupils' attitudes towards music, their understanding of the design process and knowledge of health and safety within the subject.
- 11.13 Verbal reports will be provided at parents' evenings during the Autumn and Spring terms.
- 11.14 The progress of pupils with SEND will be monitored by the SENCO.

● 12. Resources

- 12.1 The school has a selection of centrally stored equipment to ensure that all pupils have access to the necessary resources.
- 12.2 The school library contains resources such as CDs and topic books to support pupils' research.
- 12.3 The subject leader shares appropriate resources, including websites with class teachers.
- 12.4 The Music budget covers the cost of instruments and instrument repair. Class teachers are required to maintain the equipment used.

- 12.5 Class teachers are responsible for informing the music leader if certain equipment is needed a term prior to teaching the project, to give adequate time for resources to be ordered if required.

● 13. Monitoring and Review

- 13.1 The subject leader will monitor Music through learning walks, work samples and pupil voice and report to the headteacher and members of the SLT.
- 13.2 The subject leader will write an action plan at the beginning of each academic year and review the progress at three points: Autumn 2, Spring 2, Summer 2.
- 13.3 The subject leader will produce a report, using evidence from their action plan, which will be shared with Governors.
- 13.4 This policy will be reviewed every two years by the subject leader and headteacher.
- 13.5 Any changes made to this policy will be communicated to all members of staff.
- 13.6 All members of staff directly involved with teaching Music are required to familiarise themselves with this policy.
- 13.7 The next scheduled review date for this policy is January 2024.