

Oxton St. Saviour's CE **Aided Primary School**

Primary Music Policy



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Statement of intent

Oxton St. Saviour's understands that music can inspire and motivate children, and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music.

The 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, use music technology, and 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.

1. Legal framework

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

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2013) 'Music programmes of study: key stages 1 and 2'
- DfE (2013) 'The national curriculum in England'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'
- (2021) Early years foundation stage profile handbook

This policy operates in conjunction with the following school policies:

- Homework Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Accessibility Policy
- Accessibility Plan
- Primary Assessment Policy
- Extended Services Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

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 musicrelated resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject 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 the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including crosscurricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

Classroom teachers are 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 subject leader 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.

3. 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 being imaginative and expressive, which enables children to:

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others
- Try to move in time with music when appropriate

4. 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.
- Have opportunities to 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.

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

Spiritual, moral, social and cultural development (SMSC)

- 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.

6. Teaching and learning

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

Teaching of music is delivered by class teachers in EYFS to Year 6.

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.

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.

7. 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 uses Charanga and has access to long-term, medium-term and short-term plans for delivery of the music curriculum – these are as follows:

- Long-term: the music topics studied in across the academic year
- Medium-term: the details of work studied each term
- Short-term: the details of work studied during each lesson

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. 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.

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

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.

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

8. 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.

Throughout the year, teachers will plan ongoing 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' performances with them
- Pupils' self-evaluation of their work

Formative assessment, which is carried out informally throughout the year, will enable 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 put into Target Tracker and passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attainment and effort in music.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

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

9. Musical opportunities

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

Oxton St. Saviour's offers Rocksteady Music School where pupils can learn to play musical instruments and enjoy playing music in a band. The bands will also perform in public on a number of occasions throughout the year.

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 also available:

- Private tuition to play musical instruments

10. Equipment

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.

Resources which are not required on a daily basis, and those in relation to key whole-school topics, will be stored in a safe place.

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.

11. Equal opportunities

All pupils will have equal access to the music curriculum.

Protected characteristics and other factors will not impede pupils from accessing music lessons.

Where it is inappropriate for a pupil to participate in a lesson for reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide higher attaining pupils with the opportunity to extend their musical thinking through extension activities, such as listening to and interpreting extended pieces of music, and research of a musical nature.

12. Monitoring and review

This policy is reviewed annually by the headteacher and the subject leader.

Any changes to this policy will be communicated to all relevant staff members.