



Music Policy

This policy has been adopted by the governing body of
Huyton with Roby C.E. Primary school
It will be reviewed annually or as required.

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Signed: Mrs J Stratford - Headteacher

Signed: Mr D Bradbury - Chair of Governors

'Teach children how they should live and they will remember it all their lives' Proverbs 22:6

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Music Intent Statement

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Music provides opportunities to promote:

- **Spiritual Development** through developing pupils' awareness of the power of music to take the listener out of the commonplace and helping pupils use music to express and reflect on their own thoughts and feelings; to appreciate how music can inspire imagination and generate extremes of emotion; exploring questions such as why some people react differently to different pieces of music [for example, the study of music for film or Opera].
- **Moral Development** through helping pupils exercise responsibility in the choices and decisions they, and others, make as part of the creative process, valuing their own and others' work and recognising the effect of music [for example, evaluating its use or misuse in advertising, propaganda and popular music].
- **Social Development** through helping pupils share music making and develop a sense of social cohesion, recognising the value of different contributions and their own responsibility to support and enrich the work of others, and recognising the need for different roles in group performance e.g. an orchestra.
- **Cultural Development** through helping pupils recognise how music influences and reflects the way people think and feel, relating music to the time and place in which it was created and performed, and through analysing, evaluating and reflecting on music from contrasting traditions and identifying how and why some aspects change or stay the same [for example, the evolution of the Jazz tradition from origins to the present].

Aims

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

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- 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.

At Huyton with Roby Primary School we use the 'Charanga Music School' scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. The 'Charanga Musical School' scheme provides teachers with week-by-week lesson support for each year group in the school. It is accessible for all teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

The Scheme supports all the requirements of the new National Curriculum and is absolutely in line with published OFSTED guidance.

The learning within this scheme is based on: **Listening and Appraising; Musical Activities - creating and exploring;** and **Singing and Performing.**

Children are given the opportunity to learn an instrument once they reach Key Stage 2. A whole year group's music tuition will be dedicated to this either in Year 3, 4, 5, or 6; to be decided by the music lead. These lessons are delivered via the 'Wider Opportunities' program from Knowsley Music Hub and bring dedicated, peripatetic teachers into school. We also give children the opportunity to have extra-curricular instrumental lessons via outside agencies which carry an additional cost to parents.

All children are given the opportunity of singing in the school choir in both Key Stage 1 and Key Stage 2. They are encouraged to perform locally in the community and to become involved in larger scale projects such as working with the music department at Liverpool Cathedral or the 'Young Voices' concert series.

Objectives:

The objectives of music education are to:

- Enable each child to grow musically at his/her own level and pace.
- Foster musical responsiveness.
- Support children's instinctive drive for sensory experience.
- Give pupils a means of both verbal and non-verbal experience.
- Develop an awareness and appreciation of organised sound patterns.
- Develop instrumental and vocal skills.
- Develop aural imagery.
- Develop sensitive, analytical and response to music.
- Develop the capacity to express ideas, thought and feeling through music.
- Develop an awareness and understanding of musical traditions, styles and cultures from other places and times.
- Foster enjoyment of all aspects of music.

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Our ASPIRE curriculum:

A knowledge rich curriculum, responsive to the needs and interests of all children;

Seeking to prepare children for life;

Promoting perseverance, resilience, independence and an understanding of the diverse world God has created;

Inspiring our children through exciting and challenging experiences with

Readings at the heart of our curriculum;

EMBEDDING the development of rich and purposeful vocabulary and language;

Music is linked to Our ASPIRE curriculum in:

A knowledge rich curriculum, responsive to the needs and interests of all children;

The programme of study is clearly outlined in both long-term and short-term planning, we are flexible and responsive to the needs and interests of our children, providing support within lessons to ensure children are developing their knowledge and understanding. We are constantly reviewing our practise to ensure that lessons are tailored to our learners and are enhancing their musicianship.

Working in this way will ensure that the musical knowledge and skills of our pupils progresses within each academic year and is extended year upon year throughout KS1 and KS2, in so doing, we hope the majority of our pupils will be in line with meeting or exceeding national DfE requirements. Lessons are planned so pupils will continuously build on their previous knowledge as they progress in their musical learning journey throughout KS1 and KS2. Previous knowledge and skills will be recycled, revised, recalled and consolidated and then built upon in each unit.

Seeking to prepare children for life;

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We hope to provide rich purposeful experiences beyond the classroom, including having performance opportunities and community engagement opportunities. We want to provide our children with the opportunity to develop themselves as individual performers as well as part of a musical group. We want our children to see themselves as performing musicians and for them to be inspired by practising musicians in society. All children have annual opportunities to perform in assemblies, church services and through our extra-curricular activities. We hope to enhance their in class learning with as many external musical opportunities as possible.

Promoting perseverance, resilience, independence and an understanding of the diverse world God has created;

Music lessons and instrumental tuition will help to develop independence as children work through activities, helping to build their resilience to keep going when they are unsure and facing new challenges. To persevere with new challenge of learning the skills of musicianship; notation, instrumental lessons and performing. The exposure to world music through the Charanga scheme of work will help develop an understanding of other communities and traditions around the world. Our aim is that all pupils will develop a genuine interest and positive curiosity about music and musicianship, finding it enjoyable and stimulating.

Inspiring our children through exciting and challenging experiences with

Reading at the heart of our curriculum;

All lessons have an element of reading within them, this may be on the ppt, activities or the games played. The learning of notation will also engage the reading aspect of our curriculum.

We ensure that reading rich and meaningful vocabulary is involved in each lesson and that children have the ability to use musical language which is threaded throughout our curriculum.

Embedding the development of rich and purposeful vocabulary and language;

Children will progressively acquire, use and apply a growing bank of vocabulary linked to their skills and musical knowledge. This will continue to develop as their musical canon and experience grows.

Long term planning and curriculum design:

Our long term planning and curriculum design has been developed with the aim of exposing children to a variety of world music and musical styles alongside their knowledge and skills of music and musicianship. Charanga has been chosen as it develops and builds on skills in each unit and develops the 5 key strands of music throughout each year; **Listening and Appraising, musical activities, composing, improvising and performing.**

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Plans are broken down into MTP for each year group, there are 3 units per year and a lesson by lesson plan is available for teachers to use in each unit.

Our music curriculum is a spiral curriculum that builds on previous knowledge and skills revisiting and developing further, key skills on the way.

- *Early Years Foundation Stage* -

Music plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design. Discussing specific songs and nursery rhymes encourages children's language and communication skills, and gives them confidence in voicing their opinions to a wider audience, and using their social skills to perform as part of a group. Teachers can choose to plan their own topic based music sessions or to follow the Charanga scheme of work in EYFS.

How the curriculum is sequenced towards clearly identified endpoints:

The curriculum for music is sequenced towards clearly identified endpoints at both KS1 and KS2. The National curriculum clearly lays out the expectations for children's knowledge and skills in music for each key stage. Children will have been taught all aspects of the national curriculum throughout both key stages and key aspects will be revisited and re taught across the year groups, building on the knowledge and skills they have.

Music Implementation

Expectations for how learning should be sequenced within a topic or unit in the medium term:

The Charanga scheme of work clearly displays a unit of work with 6 lessons in each unit. Each unit covers the 5 key areas of musical learning stated above. There are both medium term and short term plans to show the layout of these lessons for teachers. The progressions is mapped out to ensure that national curriculum expectations are met by the end of each key stage.

Skills and progression develop within the teaching type, early, intermediate to progressive.

They also are built upon and revisited across the whole of the KS1 and KS2 curriculum.

What a typical "Subject" lesson looks like, including how these expectations are clear across the school:

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A typical music lesson will start with listening and appraising skills where children will listen to, evaluate and review music from a range of historical periods, genres, styles and traditions, including the works of great composers and musicians. The next stage of a lesson will be musical games/activities based upon key skills such as rhythm, pitch, dynamics etc. Children will then work around a given song, learning to sing the song, perform parts of the song, improvise and compose within it and then perform both solo and as a group. Each lesson will look different depending on the skills the children have, the notation they can use, the instrumental skills they have and the stage they are at in creating their own music. This song will continue to be used throughout the unit and will be compared and contrasted with other music as the weeks develop.

How we ensure that pupils ‘know more, remember more and can do more’:

Our curriculum is designed to build on progression and skills in all 5 areas of musical learning. Our children feel empowered to think of themselves as musicians and use their musical skills to present themselves as musicians in performance.

How the Music curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:

The Programme of Study for each Key Stage should be taught to pupils in ways appropriate to encompass all abilities. Opportunities should be given for all to perform in the classroom, during assemblies and in school concerts and for their learning to be consolidated regardless of ability at the end of each year enabling each child to enjoy and achieve.

Our music lessons meet the needs of all pupils, particularly disadvantaged pupils and SEND pupils by...

Enabling all children no matter what their ability to access the curriculum. Poorer reading skills aren't usually an issue in Music lessons, there is a particularly oral and aural approach to our lessons.

The structure of the lessons include lots of visual media and audio prompts and we aim to make our music lessons as practical as possible.

These elements interlink throughout the lessons, often involving the children looking, listening and speaking at the same time.

Any written work or notation work can be differentiated according to the children's ability should they require it.

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Music Impact

Overview of Music assessment procedures, including the expectations of teachers using both formative and summative assessment:

In-depth musical learning should be taking place in lessons. Children should be engaged, enjoying themselves and be part of the decision-making process.

Performance aspects of each unit should be recorded and used with the children to reflect upon their work. Photographs and comments should be recorded in 'floor books'

Each unit of work has a children's 'Music Passport' for children to complete at the end of the unit for self-assessment. These should be printed out and kept as evidence of children's progression as musicians and for them to reflect upon in future.

Each unit of work has a Teacher Assessment page to accompany it. This indicates the expectations for most children as well as children working at greater depth. These can be used to inform decisions on which children are working at the expected level and beyond. There is an Assessment log document to help record teacher assessment as and when is useful.

Monitoring arrangements, including the impact:

Monitoring involves teacher surveys and questionnaires as well as 1:1 conversations about pupil engagement, successful use of our online scheme, training development needs and assessment outcomes.

The impact of monitoring so far has enabled changes to our curriculum to streamline it and to arrange training opportunities to staff. Feedback has also been shared with governors and SLT.

There is now release time for subject leaders to monitor their subject. Once covid restrictions are lifted, monitoring should also include conversations with children and observations of lessons.

How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;

Music lead attends CPD sessions online and keeps up to date with government changes through newsletters and information from our music hub. Staff are updated on any changes to subject knowledge and are reminded of teacher support notes attached to the charanga scheme as well as charanga training online.

All resources are available to staff online. Weekly resources and teacher support notes are attached to units if they are needed.

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