

# Lockington CE VC Primary School



## Music Policy

**Spring 2023**

Date Policy Formally Agreed By Governors:	Spring 2023
Date Policy Becomes Effective:	15.03.23
Review Date:	Spring 2026
Person Responsible for Implementation and Monitoring:	Kimberley Peacock - Music Subject Leader

## **1 Introduction**

This policy outlines the organisation and management of music at Lockington CE VC Primary School. It has been written with regard to the requirements of the National Curriculum (2014) and the Early Years Foundation Stage Statutory Framework (2021),

It has been written in the context of our school's mission statement:

'Our school is committed to working together to develop lively, enquiring minds and to promoting outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.'

It has also been written in the context of our school's Christian vision, rooted in the teachings of Jesus:

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).

It has been developed in consultation with school staff and governors. This policy should be read in conjunction with the school's 'Music Progression Map'.

## **2 The Nature of Music**

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, (National Curriculum 2014).

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community.

Music is an important curriculum area that helps pupils to develop their creative and practical skills. It also helps to build self-awareness, self-esteem and visual literacy skills.

As a Church of England school, we recognise and value the way in which music enriches our appreciation and gives us a different lens through which to engage pupils in our Christian distinctiveness.

## **3 Aims**

At Lockington School we believe music stimulates creativity and imagination. It provides a special way of understanding and responding to the world. Music is a unique way of communicating which can both inspire and motivate children. At Lockington CE VC Primary School, staff members encourage children to be creative, imaginative and responsive.

Using the National Curriculum (2014) programmes of study for music and The Early Years Foundation Stage Statutory Framework (2021) as a basis, it is our aim to support pupils 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;
- embody principles of the distinctively Christian nature of our school in all aspects of learning.

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

#### **4 Teaching and Learning**

At our school, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences. We focus on developing the ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to extended pieces of music. We teach them the disciplined skills of recognising pulse and pitch. We also teach children to make music, to understand musical notation, and to compose pieces. Children develop descriptive skills in music lessons, when learning about how music can represent feelings and emotions, for example.

##### **Additional music teaching**

Children have the opportunity to study a musical instrument with peripatetic teachers in Key Stage 2, organised by the Local Authority's Music Service: we have chosen to participate in the programme. Parents and carers who want their children to participate in the scheme can purchase or hire the instrument and pay subsidised fees on a termly basis; full support is available for pupils eligible for Pupil Premium. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, violin, clarinet or flute. This is in addition to the normal music teaching of the school.

A music club runs at various times of the year. Here pupils learn to play the recorder, bells or take part in a choir.

Pupils participate in a Christmas Production annually, learn hymns and carols for Collective Worship and take part in performances for parents/carers and the local community.

The peripatetic music service provides an annual concert in school and we attend the 'Big Sing' and 'Little Big Sing' on a two-year rolling programme.

## **5 Music Timetable**

**KS1** – 1-hour lesson weekly equivalent to and can be blocked.

**KS2** – 1-hour lesson weekly equivalent to and can be blocked.

## **6 Music curriculum planning**

Our school uses the National Curriculum 2014 for music as the basis for its curriculum planning and it is taught through the implementation of 'The Charanga' Scheme. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music-making.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music units studied in each term during the key stage. The subject leader devises this plan in conjunction with teaching colleagues.

The medium-term plans give details of each unit of work for each term. The subject leader is responsible for keeping and reviewing these plans. As we have mixed-age classes, medium-term planning is on a two-year rotation in key stage 1 and a four-year rotation in key stage 2. In this way, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

Attainment and progress is tracked and monitored in line with the school's assessment procedures.

## **7 Curriculum organisation**

### **Early Years Foundation Stage**

We encourage creative musical work as part of the Early Years Foundation Stage Curriculum (2021). We relate the children's creative development to the objectives set out in Early Learning Goals, which underpin curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, extending their understanding.

We provide a rich environment in which we encourage and value music and creativity. Children are engaged in a wide range of activities; responses involve the various senses. We provide the opportunity to work alongside musicians and other adults throughout the school. Activities are imaginative and enjoyable.

### **Key Stage 1**

The principal focus is to ensure pupils are 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.

## 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 interrelated 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.

## 8 The use of technology

Computing enhances our teaching of music, wherever appropriate, in all key stages. Children use software to explore various aspects of music, such as composition in their work. The children can also use the Internet, to find out more about the lives and works of famous musicians.

When considering its use, we take into account the following points:

- any decision about using computing in a particular lesson or sequence of lessons must be directly related to the teaching and learning objectives for those lessons;
- computing should be used if the teacher and/or the children can achieve something more effectively with it than without it;
- teachers should use their judgement about when ICT tools should be used.

We use Purple Mash and Chrome Music Lab to support lessons when appropriate. These can be used at home or in school.

## 9 Cross-curricular links

**English:** Music contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills, when finding out about the history of music and musicians. Music can also be used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

**Mathematics:** The teaching of music contributes to children's mathematical

understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music are mathematically based.

**Personal, Social, Health & Economic Education (PSHE):** Music contributes significantly to the teaching of PSHE. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

**Spiritual, moral, social and cultural development:** Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at our school have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they are helped to develop positive attitudes towards different cultures and societies.

## **10 Differentiation**

We recognise age-ranges and ability are widely different in both classes and we provide suitable learning opportunities for all children, by matching the challenge of the task to the ability and age of the child. We achieve this by:

- setting tasks of increasing challenge, with children completing different tasks;
- grouping children by ability/year group and setting different related tasks for each group;
- providing resources of different complexity;
- setting common tasks which are open-ended and can have a variety of responses;
- enlisting support from classroom assistants, peers and other adults where possible.

## **11 Special Educational Needs and Disabilities and More Able Pupils**

Appropriate adjustments are made for pupils who have special educational needs. A differentiated approach operates at the planning stage and is adjusted to suit the needs of individual pupils. Specific pupils needs will be provided for, in line with the schools' policy on SEN. More able pupils are given opportunities and tasks to maximise progression and development in music.

## **12 Equal Opportunities**

All pupils should have equal access to the curriculum, irrespective of particular circumstances such as race, background, gender and capability. In music we support children in a variety of ways, such as speaking clearly, repeating instructions, emphasising key words, using picture cues and adapting resources where necessary. The teaching of music is in accordance with our policy for Equal Opportunities.

## **13 Assessment**

We assess the children's work in music while observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. Throughout a unit of work, the teacher is responsible for recording information on the school tracking system. At the end of the year, we make a judgement against age related expectations. The teacher records where each child is working at, and then uses this information to plan future work. This method of recording also enables the teacher to make

an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year. Children 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.

#### **14 Resources**

We have a wide range of resources to support the teaching of music across the school. The children in Nursery and Reception have access to a range of musical resources in their indoor and outdoor environment. A range of instruments are available in the hall & in the music cupboards; instruments are hired from the school's music service to support lessons and a class set of ukuleles and recorders are available. The school purchases a Charanga subscription. Hymn books, Christmas Production materials, CDs, audio equipment and visual resources are also available.

#### **15 Music Learning Environment**

Music is promoted and valued throughout the school. The children sing in worship and take part in whole school musical productions and events. Music clubs offer the children the opportunity to learn the recorder, play hand bells and be part of a choir. Music is celebrated and included in displays/the learning environment throughout the school.

#### **16 Parent/Carer Involvement**

We encourage parents to be involved in the music curriculum by:

- inviting them to school to discuss the progress of their child and look at their child's work on a termly basis;
- providing a report to about pupil progress in music at least annually;
- inviting parents and carers to performances in school and outside of school;
- communicating with parents about the music curriculum;
- encouraging any parents who are musicians or interested in music to work with the children;
- provide parents and carers with the opportunity to work with their children at home.

#### **17 Roles and Responsibilities**

**The Governing Body** determines, supports, monitors and reviews the school music policy. We have an identified governor for music. The governor is informed of progress in the subject by the subject leader.

**The Headteacher's role** is to:

- provide support by encouraging staff and praising good practice;
- monitor learning and teaching;
- monitor planning and reviews;
- give feedback to teachers;
- support staff development through in service training and provision of resources;
- observe colleagues with a view to identifying the support they need.

**The Music Subject Leader's role** is to:

- provide a strategic lead and direction for music in the school;
- provide support and advice to staff in the delivery of the music programme of study;
- remain informed about current developments in the subject by attending CPD sessions and being involved in independent research and reading;

- deliver CPD sessions to staff, to support staff development and lead by example by setting high standards in their own teaching;
- liaise with other members of staff to form a coherent and progressive scheme of work;
- monitor standards in the subject;
- consider with staff and work with the Headteacher in the evaluation and planning of actions included within the School Development Plan;
- take responsibility for the choice, purchase and organisation of central resources for music, in consultation with colleagues.

Moderating the standards of children's work and of the quality teaching in music is the responsibility of the music subject leader along with the Headteacher.

As well as regular updates, the music subject leader gives the Headteacher an annual report in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader will be responsible to the Headteacher and will liaise with the named link Governors.

**The class teacher's role** is to:

- be responsible for the teaching of music as set out in the policy;
- provide planning and reviews for the Head Teacher and music leader to have access to;
- provide samples of work to the music leader/Headteacher when required;
- assess children's work in order to detail future planning;
- update skills, knowledge and understanding of music;
- identify inset needs in music and take advantage of training opportunities;
- keep appropriate on-going records in relation to school policy.

## **20 Review**

This policy will be reviewed during the Spring Term 2026 or earlier if required.

Person responsible: Music Subject Leader (Kimberley Peacock)

Date reviewed: 15.03.23



Signed: Mrs J Cattle (Headteacher)



Signed: Dr Graham Parr (Chair of Governors)