



Egerton Primary School
Music Policy

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Introduction

The National Curriculum states “music is a universal language that embodies one of the highest forms of creativity”. At Egerton, we believe that music is an integral part of the curriculum; as this universal language brings children together, allows them to express themselves and be their most creative self. Children are encouraged to develop their own thoughts and opinions of music around us and it is important to us that children don’t see music in isolation. Instead, they are encouraged make the connections between music in school and the wider world by listening to music of all different genres, traditions and cultures. We aspire for our children to develop a passion and love for the subject that makes up such a huge part of our ever-changing world and it is our role to harness and provide high quality learning opportunities for them to shine.

EYFS Curriculum and National Curriculum

EYFS

Expressive arts and design

- Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them
- Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Key stage 1

- 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
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- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Stage 2

- 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

Intent

The aims of our music curriculum is to enable children:

- To use their voices expressively and confidently to sing as a class, in small groups or individually
- To listen to a range of different music styles, genres and traditions and evaluate these using specific language of the inter-dimensions of music
- To understand how music is created and compose their own short pieces using both tuned and un-tuned instruments
- To have the opportunity to learn different tuned instruments
- To perform songs and compositions with confidence

At Egerton, we thrive to deliver a broad and balanced curriculum and music is a crucial cog within a child's learning journey. We believe all children should be provided with the opportunity to express themselves and explore their creativity through the means of music. If taught well, we believe, music has the potential to make a significant contribution to increasing a children's development as well as increasing confidence and self-esteem. It can allow children to develop leadership, and team working skills as well as concentration and problem-solving skills. We believe it helps to develop a child's identity and offers an opportunity to share and celebrate within the school and the wider community.

Throughout the programme of study, the children will be taught a set of key knowledge which has been clearly identified within each half term unit across each year group. They will also acquire a wealth of skills by the end of their primary journey which has been carefully planned and sequenced to build from one year to the next. The knowledge and skills identified within each year group has been informed by the National Curriculum to provide an outline for each key stage. From this, we have mapped out 'end points' for each half term that are in line with the NC expectations. We ensure that all learning is accessible for all children regardless of their ability or disposition. The curriculum has been designed in such a way that we ensure children are building upon their skills and knowledge every year through singing, listening to a variety of music from different time periods, learning different tuned instruments and many opportunities for performance.

Implementation

Our Curriculum

The curriculum has been divided into 5 key areas:

- Listening
- Singing
- Composing
- Performing
- History of Music

Our whole school approach to music involves the following:

- Music will be taught regularly and is planned using the progression of knowledge and skills document. Skills are sequential to ensure the building of prior knowledge.
- Existing knowledge is checked at the beginning of each lesson through the use of 3 key questions and a selection of retrieval activities.
- Throughout our planning all 5 skills are being intertwined within each lesson. Not one lesson is purely based on singing, listening etc. but a mixture of skills are drawn upon.
- Teachers planning is creative, ambitious and involves the use of high quality resources to aid understanding and to provide musical opportunities. Teacher's use of questioning is precise within lessons to gauge an accurate picture of children's understanding. Tasks are selected carefully so they are accurately pitched to the child's abilities whilst providing adequate challenge.
- Children are offered a wide range of extra-curricular activities and enrichment opportunities, trips and visitors to complement and enrich our music curriculum. This includes a choir, additional music lessons on a one-to-one basis, and a trip to the Bridgewater Hall to play with the Halle orchestra, Young Voices as well as whole class music tuition for 5 years of their Egerton journey.
- The use of external music tuition is carefully embedded from Years 2-6 for all children in each class. They begin in Year 2 learning the recorders in the summer term which then continues into the spring term of Year 3. In Year 4, the children will learn to play the 'P-Buzz', which is a perfect stepping stone for Year 5. In Year 5, the children can choose between learning a woodwind or brass instrument for two terms. After having two terms of instrument tuition in Year 5, the children continue this tuition into the first term of Year 6 where they consolidate all of their knowledge.

- Performances events are scheduled into the timetable to offer children with an opportunity to showcase their work such as: a Christmas concert, Young Voices and choir performances. These events often involve our families and the wider community.
- At the end of each topic, key knowledge is assessed and reviewed to gather children's understanding through a performance.

Impact

The impact of the approach listed above results in a fun, engaging and motivating music curriculum that offers children with the opportunity to thrive creatively. The carefully sequenced knowledge and skills means that children acquire a strong musical knowledge and are able to leave Egerton as successful musicians knowing skills such as; how to read notation and being able to play a tuned instruments. They will have a balanced knowledge of a wealth of different composers and artists and have been offered the chance to perform in different contexts. The children at Egerton display such a passion for the subject, which is evidenced through; their attitude to learning within lessons, vibrant performances and discussions with pupils. We are proud to offer children such a varied and enriched music curriculum that will inspire children to always keep their creativity alive.

Role of the Subject Lead

The music subject lead is responsible for the maintenance and development of the subject.

They are responsible for assuring quality and standards in the subject by:

- Ensure the high profile of the subject and provide clear and strategic lead and vision for Music in the school
- Monitoring the progression of skills document to ensure it always purposeful, accurate, ambitious and well-sequenced
- Identify training needs of staff through monitoring and performance management reviews and providing them with useful CPD
- Ensuring lessons are being taught regularly and in accordance with the progression of skills document
- Enabling staff to teach effectively by having the right resources available in accordance with those specific to each year group
- To monitor planning and oversee the teaching of Music
- To monitor books and See-Saw to ensure that key knowledge and skills are evidenced in outcomes
- Acting as a consultant to colleagues on the subject area by keeping staff up-dated with examples of activities and useful teaching tools
- Continue to develop their own skill sets by attending relevant course and training
- Leading the school choir and organising both internal and external performances
- To establish and maintain existing links with external agencies and individuals with specialist expertise to help enrich the teaching and learning of Music
- To organise and maintain an annual celebration of music in school to showcase children's work
- The subject leader has specifically allocated time for completing tasks above

Achievement in Music

Achievement in music is celebrated by:

- Displaying work
- Class performances to other classes
- Performances to the whole school or wider community
- Videos on See-Saw to share celebrations with families

Assessment and Monitoring

The music subject lead will monitor the children's achievements regularly by:

- Observing lessons and pupils
- Discussions with pupils on their prior and current learning
- Book Looks
- Self-assessments
- Peer-assessments
- Reflection of evidence recorded on See-Saw
- Discussions with teachers and Love Music Trust tutors

Teachers are responsible to evidence the regular teaching of music via the following methods:

- Videos and photos on See-Saw
- Recordings in theme books

Formative Assessment

At the beginning of every lesson, teachers should review prior learning from a lesson before or previous learning from another year group. Taking into account children's previous learning ensures that teachers can build upon this. Lessons within each unit are planned to ensure the systematic development of the key identified skills across the school. 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 as set out in the National Curriculum.

Children receive effective feedback through teacher assessment, both orally and through written feedback in line with the success criteria. Children are guided towards achievement of the main objective through the use of process-based 'success criteria', provided by and explained by the teacher. Children refer to these during the lesson and they precede outcomes of work in children's books or video recordings. The success criteria are used to identify areas of difficulty by children and teachers when reviewing and assessing work.

Ongoing assessment also includes:

- Observing children at work, individually, in pairs, in a group, and in classes.
- Questioning, talking and listening to children

- Small performances at the end of each lesson
- Children's recordings in books

Summative Assessment

At the end of every half term, teachers are given specific 'end point assessments' from the progression of knowledge and skills documents. These detail the specific knowledge that children are expected to know by the end of that half term. Teachers evidence this through the use of the online platform See-Saw through photographs of work or videos. They can then attach the year group and if that work models an expected or greater depth child.

In addition to this, every term, teachers use DCPro to record the children's attainment and progress throughout that particular term. Tapestry is used for EYFS.

Children's achievements are shared also with parents via See-Saw. They are also celebrated during parents meetings on a termly basis as well as the end of year report which details what grade their child has achieved in music. Parents are also regularly invited into school to celebrate and watch musical performances.

Equal Opportunities

As an inclusive school, we believe that irrespective of background, race, gender or ability every pupil should have equal access to the curriculum. Music does not discriminate and it allows children of every disposition to truly shine and excel. A copy of the school's equal opportunities policy can be found at the school office.

SEND

Class teachers and music tutors recognise how critical it is to provide a curriculum that is accessible to all children including, those with special educational needs. Where appropriate teachers would differentiate and adapt their teaching in terms of:

- Resources

Additional resources or queues may be provided to support children

Changing font size or coloured sheets to support visuals

- Challenge of tasks

Tasks may be broken down into small steps

Smaller and more achievable goals

Vocabulary can be pre-taught

- Teaching approaches and methods
- Teacher and teaching assistant deployment