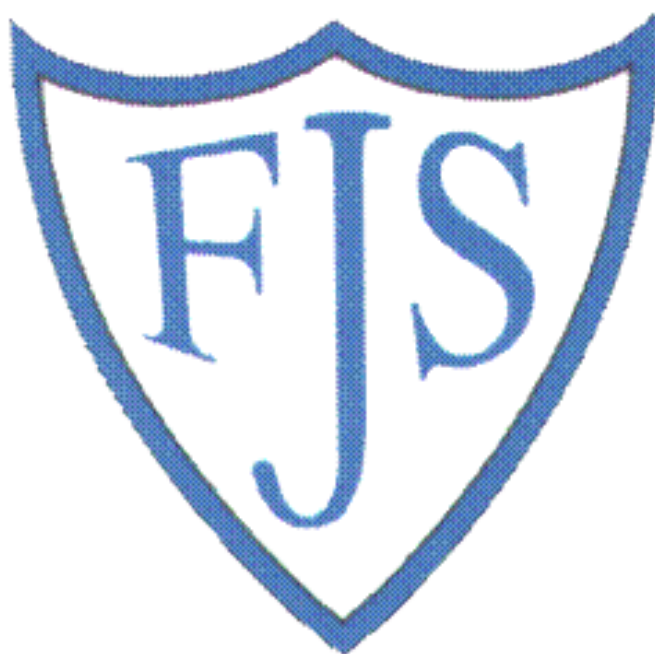


# **FOREFIELD JUNIOR SCHOOL**



## **Music Policy 2023**

# **FOREFIELD JUNIOR SCHOOL – MUSIC POLICY**

## **1. INTRODUCTION**

At Forefield Junior School, we aim to provide all our pupils with the opportunity to explore and participate in a wide variety of music and musical styles. Our children are given access to a wealth of activities to develop their musical skills and understanding. Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. It is also our expectation that through music we will be able to promote our pupils' spiritual, moral, social and cultural development. At Forefield Juniors, we aim for our music curriculum to be taught in a way so that all children will find enjoyment in creating and listening to music and see themselves as musicians. The National Curriculum states that:

*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.*

## **2. INTENT**

Music is key in children's development to help their confidence and self-expression through performance of music and movement to music. At Forefield Junior School, we aim to deliver a broad music curriculum, giving all children the opportunities to develop as musicians, exploring the world in which they live through the universal language of music. Our music curriculum follows the Kapow scheme of work, enabling children to feel first and foremost that they are all musicians, and develop a life-long love of music. Our curriculum introduces children to music from around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, played tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferrable skills such as team-working, leadership, creative thinking, problem solving, decision-making and performance skills.

We ensure that music lessons are engaging and interesting, actively involving all children in musical activities; we provide opportunities to develop their skills through practice and foster creative ability in all pupils.

### 3. IMPLEMENTATION

At Forefield Junior School, we follow the National Curriculum aims. We primarily use Kapow Primary to deliver those aims. Across 20 weeks of the school year, four topics of music are taught in each year group, ensuring coverage of the National Curriculum objectives through lessons which weave together the individual strands of music to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture children's imagination and encouraging them to explore music enthusiastically. Over the course of KS2, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the inter-related dimensions of music – pitch, duration, tempo, rhythm, timbre, structure, texture and dynamics – and use these expressively in their own compositions and improvisations.

Following the Kapow scheme in this way ensures that there is progression between each year group across Key Stage Two, in a spiral curriculum where previous skills and knowledge are returned to and built upon. Children move through tasks and activities of increasing complexity, with their performing skills being enhanced as they go from year to year, as well as developing their understanding of the knowledge of history, staff and graphic notations, as well as the inter-related dimensions of music.

In each year group, children will be taught to read staff notation and play tuned instruments, with these skills interwoven into other areas of the music curriculum too. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement elements as well as making cross-curricular links with other areas of learning. There is a wide range of musical instruments available for children to use in music lessons, including a class set of glockenspiels to allow whole classes to play melodies from a notated staff score together.

All children at Forefield Junior School experience their curriculum music lessons in four topics across the year, and there are extra-curricular activities throughout the year that children have opportunities to participate in, including choirs, the Christmas production and recorder clubs run by school staff. In addition, a large number of children take the opportunity to have one-to-one or small group instrumental lessons on piano, guitar or drums with Musical Minds Liverpool. All these pupils then have the opportunity to perform at school concerts, and other opportunities, such as the school choir going to perform in the local community.

#### **4. IMPACT**

The impact of using Kapow to deliver our high quality music curriculum means that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed
- Understand the ways in which music can be written down to support performing and composing activities
- Demonstrate and articulate an enthusiasm for music and be able to identify their own musical preferences
- Meet the end of key stage expectations outlined in the National Curriculum for music

#### **5. ASSESSMENT**

At Forefield Junior School, we assess in many different ways. At the beginning of each unit of work in foundation subjects, teachers gather information about the prior knowledge children have through a range of strategies, including discussion and questioning, mind maps and quick quizzes. Teachers constantly assess informally throughout the teaching of each unit of work, using formative assessment to inform planning and teaching. At the end of each unit of work, teachers make a teacher-assessed judgement about the children's achievement in the topic, against knowledge and skills outcomes, which will be recorded on class trackers. This will be based on observation of children in lessons and assessment of children's work throughout the unit, along with (where appropriate) other assessment strategies including (but not limited to) the following:

- End of unit quizzes
- Videos of children's work
- Revisiting mind maps to add additional knowledge gained from the topic
- Online tools such as Seesaw or Kahoot
- Pieces of writing

At Forefield Junior School, we recognise that different areas of the curriculum need to be assessed in different ways, and a combination of assessment strategies is needed in order to have a comprehensive understanding of the knowledge and skills children have gained during each topic of work.

In music, we use the Kapow Primary scheme. At the end of each unit, teachers use a combination of the Kapow assessment tools available including quizzes, alongside their formative assessment strategies from throughout the topic, to make a judgement against the knowledge and skills outcomes for the topic about whether children are working at age-related expectations, or working above or below this standard. Teacher assessments may be informed by strategies including:

|                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                  |                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question and answer sessions</b> <p>Challenge children to demonstrate higher level thinking by asking challenging questions such as asking them to explain, justify, imagine or defend.</p>                                                                            | <b>Observation</b> <p>The teacher may observe children as they are engaged in an activity without engaging in discussion or questioning to assess who demonstrates mastery and who needs more support.</p>                       | <b>Pupil self-assessment</b> <p>Children reflect on their learning, and assess where they are in the continuum, explaining how they feel their work reflects what was expected.</p> |
| <b>One to one discussion</b> <p>The teacher meets with children to discuss a specific targeted skill. The teacher can record the child's progress toward the standard and what is the next step for them.</p>                                                             | <b>Show-me activities</b> <p>Children record their answer to a given question on their white boards. On the teacher's signal, the children raise their boards so the teacher can see if they arrived at a reasonable answer.</p> | <b>Guided Tasks</b> <p>The teacher works with a small group on specific notation/composition tasks.</p>                                                                             |
| <b>Think- Pair – Share</b> <p>The teacher presents a question or task. Children have 20 -30 seconds to think on their own. On a signal, they turn to a partner and discuss their thoughts for approx. 1 minute, and finally they share with the class for discussion.</p> | <b>Pre and post learning task</b> <p>May be used to assess what children can do before learning activities have taken place and how they progress over the course of a lesson or series of lessons.</p>                          |                                                                                                                                                                                     |

## 6. REASONABLE ADJUSTMENTS

When delivering music lessons, teachers will make reasonable adjustments for all children through adapted teaching and support, use of different instruments and level of challenge to meet the needs of all children in the class. Reasonable adjustment suggestions are made for each teaching activity within the Kapow scheme to support children at different starting points within music lessons. Suggestions are included about how to accommodate different learners and abilities. Class teachers can seek advice from the music subject leader and/or SENCO to ensure reasonable adjustments are made for all children in order to enable them to work towards meeting the intended outcomes. For some activities, certain pupils may need to be provided with a 'parallel' activity so they can work towards the same lesson objectives as their peers but in a different way.

## **7. EXTRA CURRICULAR ACTIVITIES**

At Forefield Junior School, we provide additional opportunities for children to develop as talented musicians or participate in musical experiences through a range of extra-curricular activities.

- There is a choir for any children in Years 4-6 who want to participate, including opportunities to perform at the Sefton Diversity concert and in-school performances too.
- Drama club runs throughout the Autumn term and gives the children in Years 3 and 4 the chance to sing and perform in a Christmas production
- There are opportunities for children to learn piano, guitar or drums through lessons provided by Musical Minds Liverpool
- Recorder groups are offered during lunch times

## **8. SMSC**

Spiritual, moral, social and cultural development is threaded throughout our Music curriculum. During Music lessons children will:

- Develop their sense of personal enjoyment through music.
- Learn about the musical world around them, past and present.
- Make links between music and different cultures and societies - locally, nationally and globally, understanding how cultural influences have shaped the world they live in today.
- Develop their own imagination and have the freedom to be creative through music.
- Reflect on music they have listened to, watched and performed.
- Performing together at events within the school and local community.
- Developing understanding and showing respect for different faiths and cultures and celebrating diversity through music.

## **9. ROLE OF THE SUBJECT LEADER**

The role of the music subject leader is to:

- Ensure high quality music lessons are taught across the school, meeting the requirements of the National Curriculum
- Monitor the music curriculum across the school
- Be responsible for developing annual action plan, monitoring and evaluating the success of the plan
- Manage music resources to support effective delivery of lessons
- Support teachers in the delivery of the Music curriculum and co-ordinate subject-specific CPD for colleagues
- Stay up to date with changes and initiatives to support the development of music at Forefield Junior School

## **10. EQUALITY STATEMENT**

The music curriculum adheres to the Forefield Junior School Equality and Diversity Policy. It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability. We are an inclusive school and teach music to all children respecting individual needs. The music curriculum ensures music from across a wide range of genres, backgrounds and cultures is listened to, taught and key features explored. Children are given opportunities to sing, play, compose and improvise in different styles and genres of music.

Sarah Harding  
Music Subject Leader  
November 2023