HEAP BRIDGE VILLAGE PRIMARY SCHOOL

"Working together, learning together"

Music Policy

Headteacher

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BE POSITIVE ***BE PRO-ACTIVE*** ***BE PROUD***

HEAP BRIDGE VILLAGE PRIMARY SCHOOL

Music Policy

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. At Heap Bridge, we believe that music is a universal language that fosters creativity, self-expression, confidence, and collaboration. Through the Kapow Primary Music Scheme, we aim to deliver a high-quality music education that engages and inspires pupils to develop a love of music, increase their musical skills, and express themselves through performance, composition, and appreciation of diverse musical traditions.

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
- 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.
- enable all children to access and enjoy music, regardless of background or ability.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

KS1 Pupils should be 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 inter-related 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.

KS2 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 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.

Curriculum Implementation

We follow the **Kapow Primary Music Scheme**, which is:

- **Spiral**: Skills and knowledge are revisited and developed over time.
- **Sequential**: Concepts build year-on-year from Reception to Year 6.
- **Inclusive**: Suitable for all learners, including SEND and EAL pupils.
- **Broad and Balanced**: Covers performance, composition, listening, appraisal, and notation.

The Kapow curriculum is mapped to the National Curriculum and incorporates the Model Music Curriculum, including:

- Singing regularly and expressively.
- Playing tuned and untuned instruments.
- Using musical technology for composition and recording.
- Listening to and appraising live and recorded music.
- Learning musical vocabulary and notation.

Teaching and Learning

- Music is taught weekly by class teachers or a designated music lead using Kapow's lesson videos, resources, and guidance.
- Cross-curricular links are encouraged where appropriate (e.g. history through music from different eras).
- Lessons incorporate opportunities for solo and group work, improvisation, and reflection.

Assessment

- Teachers assess pupils' progress against the Kapow progression framework.
- Ongoing formative assessment is used during lessons through observation, recapping and questioning.
- At the end of each unit, pupils demonstrate their understanding through a practical task or performance.
- Pupil progress is recorded termly and reported to parents annually.

Inclusion and Differentiation

- All children, regardless of ability, background, or needs, have access to the music curriculum.
- Lessons include scaffolding and challenge to support and stretch all learners.
- Adaptations are made for pupils with SEND, including use of visuals, simplified instruments, or tailored tasks.

Resources

- The school uses the full suite of Kapow Primary Music resources, including lesson plans, video demonstrations, printable resources, and assessment tools.
- A variety of tuned and untuned percussion instruments are available.
- Classrooms are equipped with interactive whiteboards to support digital music delivery.

Enrichment and Wider Opportunities

Pupils have opportunities to perform in assemblies and school events.

- Visiting musicians and workshops enrich the curriculum.
- Choir, instrumental tuition, and musical clubs are offered where possible.

Roles and Responsibilities

- **Music Subject Lead**: Oversees planning, delivery, resources, and CPD; monitors progression and supports staff.
- **Class Teachers**: Deliver lessons and assess pupils using Kapow resources.
- **SLT**: Support curriculum delivery and ensure it aligns with whole-school priorities.

Monitoring and Review

- The subject lead conducts learning walks, lesson observations, and pupil voice activities to monitor provision and standards.
- This policy is continuously reviewed to reflect curriculum developments and school priorities.

Cross curricular links

Kapow's Music Curriculum offers rich opportunities to support and enhance learning across a wide range of subjects. By aligning music education with other curriculum areas, we can create engaging, cohesive learning experiences that foster deeper understanding, creativity, and collaboration. Below is a breakdown of key cross-curricular links across subjects.

English

- Song lyrics support reading comprehension and vocabulary development.
- Composition and performance activities encourage speaking, listening, and storytelling skills.
- Poetry and rhyming structures in songs reinforce phonological awareness.
- Singing traditional nursery rhymes aligns with phonics and rhythm in poetry.
- Writing and performing original lyrics links with narrative writing and expressive language.

Mathematics

- Rhythm and timing develop awareness of pattern, beat, and sequencing.
- Musical notation introduces concepts of fractions (e.g., half and quarter notes)
- Exploring rhythmic patterns connects with multiplication and skip counting.
- Notation work links with fraction understanding and sequencing.

History

- Music from different historical periods enhances contextual learning.
- Studying composers and genres supports understanding of cultural heritage.
- Exploring WWII songs supports empathy and understanding of the wartime experience.
- Listening to music from the Tudor period enriches study of the monarchy and daily life.

Geography

- World music introduces pupils to cultural diversity and global awareness.
- Exploring instruments and styles from around the world reinforces locational knowledge.
- Investigating West African drumming in connection with learning about Africa.
- Exploring Latin American music alongside geography units on South America.

Science

- Understanding sound as a physical phenomenon (vibrations, pitch, volume).
- Exploring how instruments produce sound links with physics topics.
- Investigating sound sources connects with the senses.
- Studying pitch and volume relates directly to sound units in science.

Art and Design

- Exploring how music and art express emotions and ideas.
- Creating visual responses to music and designing instruments supports creativity.
- Drawing in response to music encourages personal interpretation.
- Designing album covers or musical posters integrates visual communication.

PE (Physical Education)

- Movement and dance activities reinforce physical coordination and rhythm.
- Performing in ensemble or choreography links music and physical expression.
- Action songs develop motor skills and beat awareness.
- Choreographing dance sequences to music enhances teamwork and physical fitness.

PSHE

- Collaborative music-making develops teamwork and emotional literacy.
- Exploring music as a form of emotional expression supports wellbeing.
- Circle songs and group compositions encourage cooperation and confidence.
- Writing songs about emotions aligns with mental health and resilience topics.

Computing

- Using digital tools for composing, recording, and editing music.
- Understanding music software interfaces supports digital literacy.
- Using Chrome Music Lab for composition.
- Editing recordings links with multimedia presentations.

The Kapow Music Curriculum is a versatile tool that enhances learning across the curriculum. By intentionally integrating music with other subjects, educators can support whole-child development while meeting diverse learning goals.

<u>Subject/Curriculum Leadership</u>

The 'Arts and Humanities' curriculum team will be responsible for:

i) Producing and reviewing an agreed music policy and curriculum implementation plan which are compatible with the school's overall curricular aims and which meet the statutory requirements;

ii) providing advice to teachers on appropriate resources, teaching strategies and approaches to assessment;

iii) developing an overview of the music curriculum in the school to ensure that pupils experience a sufficient variety of key entitlement experiences and that the subject policy is put into practice;
iv) co-ordinating the purchase, organisation and storage of appropriate music resources;
v) assisting with the regular evaluation and monitoring of the quality of provision in the subject, participating in the identification of agreed development tasks each year and reviewing the music policy and curriculum planning as appropriate;
vi) keeping abreast of recent developments in the subject, attending relevant subject specific training and participating in the planning and delivery of school based training and discussions.

Class teachers will be responsible for:

i) participating in the collaborative development of music schemes of work and lesson plans which meet the criteria agreed by the school and which ensure that pupils encounter a range of key entitlement experiences;
ii) developing an appropriate number of learning tasks which can be used for assessment purposes and recording the outcomes of these using the system agreed by the school;
iii) ensuring the highest quality of teaching within the subject and seeking professional development opportunities where required
iv) reporting to parents on pupils' progress in music;
v) participating in the collaborative review of the effectiveness of schemes of work and lesson plans.

Parental and community involvement and liaison with other schools

Parents will be given opportunities to support and be involved in pupils' learning in music in a variety of formal and informal ways such as ***"Working together, learning together"*** days and class assemblies. School stakeholders will be kept informed of developments in the subject by newsletters and regular updates to Class Dojo. Parents and other members of the local community also constitute an important resource which can be used to help pupils explore a variety of aspects of the subject and regular use will be made of appropriate visitors and visits during the music programme. Pupils will be encouraged to develop and extend their studies at home and to become aware of the value and potential of the subject in a range of different contexts.

Health & Safety

DBS information will be checked and carried out by the school office before any music workshops in school. Risk assessments will be carried out before any trips and/or specific lessons using particular equipment.