

# Music Policy

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## Music Policy

This policy outlines the structures in place to ensure that Southcoates Primary Academy delivers a high quality music curriculum for all learners.

Curriculum	Intent
	Implementation
	Impact
Pedagogy	Rationale
	Resources
	Opportunities to Revise, Repeat and Build on Prior Learning
Assessment	Assessment for Learning
	Formative and Summative Assessment
Culture	Opportunities for All
	Fostering a Love of the Subject
Subject Monitoring and Improvement	Subject Leadership
	Subject Triangulation
	Subject Improvement
	CPD

### **Intent**

#### **Purpose of Study**

Music is a universal language that embodies one of the highest forms of creativity. Our music curriculum is an integrated, practical, exploratory and child-led approach to musical learning. The high quality music education at Southcoates Primary Academy 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. We encourage musical passion in children in order for them to build their identity and use as a vehicle for their expression. All children at Southcoates Primary Academy have opportunities to create, play, perform and enjoy music, and to develop the skills to critically appreciate a wide variety of musical forms.

#### **Aims**

Music teaching at Southcoates Primary Academy aims to ensure that all pupils:

- Listen to and appraise, explore, discuss, sing, play, improvise, compose and perform a wide range of genres, styles and traditions styles of music;
- Learn to sing and to use their voices, to create and compose music on their own and with others;
- Have the opportunity to learn how to play a musical instrument;
- Understand and explore how music is created, produced and communicated, including the interrelated dimensions of music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

### **Implementation**

#### **Organisation**

Each year group follow a set Unit provided by Charanga Musical School Scheme. Each year group's scheme is broken down into six separate 'units' (one unit every half term) and each unit is separated into six 'steps'. A step is delivered within a whole class environment one lesson a week. Units are not essentially chronological and units can be extended or repeated at the class teacher's discretion, to enable opportunities for revision and retrieval, provided all end-of-unit-expectations for the scheme are met by the end of the year.

Pupils at Southcoates Primary Academy are taught to:

- Listen attentively to forms of music and show creativity by responding in forms of movement or vocal;
- Discuss the music they hear and apply the musical language to describe a variety of songs they have heard;
- Sing and play musically with increasing confidence and control;

- Demonstrate a developing understanding of musical compositions, organising and manipulating ideas with musical structure and reproducing sounds from aural memory;
- Play and perform in solo and ensemble contexts, aware of the individual collaborations that make up the collective piece as a whole;
- Sing and play musical instruments with increasing accuracy, fluency, control and expression.

In Year 4, the Hull Music Support Service provides Wider Opportunities in the form of glockenspiel lessons once a week. In the Summer Term, this culminates in a performance at the Hull City Hall along with other local schools. This tuition continues for a small selection of pupils in Years 5 and 6 who are given a weekly 30-minute group lesson on percussion.

The **Subject Leader Audit for Music** outlines the musical focus for each theme (listen and appraise, sing, explore and create and perform).

The **Termly Progression Document for Music** details the procedural and declarative knowledge that will be taught in each phase, each term.

- Early Years objectives have been written in line with the **Early Years Framework**, with most of the music objectives relating to the 'Expressive Arts and Design' Area of Learning and Development.
- The objectives for Years One to Six cover the expectations of the **National Curriculum**.
- The music curriculum at Southcoates plans for opportunities to embed learning related to our Curriculum Drivers: Safe Behaviours, Positive Role Models and Awareness of the World.
- The progression of technical vocabulary relating to music is also planned for on the **Termly Progression Document**.

Using the objectives from the Termly Progression Document for music and each phase's Medium Term Plans, **Short Term Planning** is conducted by teachers to plan the sequence of lessons that will enable the high quality teaching of the objectives.

The **Declarative and Procedural Knowledge Progression Document for Music** outlines how progression is planned for, with opportunities to recap and build on prior learning.

### **Impact**

Each term's music theme follows a cycle of listen and appraise, sing, explore and create and perform. The children's learning is evidenced in videos and photographs.

Pupil voice interviews are conducted by Subject Leaders to check that children have retained the knowledge taught in each unit. Teachers use questioning and opportunities to revise prior learning to help children to hold learning in their long term memories.

As children move through their years at Southcoates, the curriculum design should enable our children to become independent singers, composers and performers who are able to apply age appropriate skills and knowledge, and use a range of technical vocabulary. The children should be able to talk confidently about their knowledge of genres, themes and instruments and be able to listen and appraise different genres and themes of music as well as being able to evaluate their own performances.

## Pedagogy

### Rationale

The SPA Curriculum aims to provide our children with teaching, opportunities and experiences that will help them to flourish and grow into successful citizens who will make positive contributions to the world around them. Underpinning our curriculum are our Curriculum Drivers:

Safe Behaviours	Within music lessons, children will be taught the importance of the safe and responsible use of instruments.
Positive Role Models	It is very important that the children value their learning. Meeting musicians will help them to understand where the subject fits in the world. It will help to raise our children's ambitions and aspirations for their own futures.
Awareness of the World	Our world is evolving and changing at a fast pace, and our children are the next generation that will contribute to these changes. Children at Southcoates are given the opportunity to think about positive and negative impacts of music on our world, and to discuss their thoughts and feelings on this.

### Resources

All musical instruments and resources are stored in the resources cupboard within the staff room and are maintained by each class teacher during and after use. Resources which are depleted, damaged, expired or faulty should be submitted to the Music Co-ordinator, who will arrange for replacements to be ordered. A class set of glockenspiels is available to enable whole class teaching. Charanga software is accessed through an interactive whiteboard or a computer and projection unit using a live internet connection.

### Opportunities to Revise, Repeat and Build on Prior Learning

Our SPA Curriculum has been designed by Southcoates' teachers to ensure that the objectives progress as the children move through their years at Southcoates. Opportunities to revise, repeat and build on prior learning are built into our Long Term Plans, Medium Term Plans and Short Term Plans.

The specific progression of procedural and declarative objectives can be found in the Declarative and Procedural Knowledge Progression Document for Music.

## Assessment

### Assessment for Learning

Ongoing assessment is carried out within lessons through questioning, discussion and observation to check the children's understanding. Teachers monitor the application of newly learned skills. Teachers and pupils engage in focussed discussions about how to make progress, and ongoing assessment for learning influences the following teaching inputs and lesson design.

## Formative and Summative Assessment

Early Years:

Termly Early Years assessments in relation to the Areas of Learning and Development outlined on the Early Years Framework are inputted on the Bromcom system. The code Y (Yes) or N (No) is inputted to indicate whether or not each child is on track to achieve the Early Learning Goal by the end of the year.

Years One to Six:

Formal teacher assessments for Years One to Six are conducted biannually at the following assessment points:

- Mid-year assessment: class teachers make an end of year prediction based on whether or not the child is on track to achieve the expected standard by the end of the year. (Assessments are based on each child's attainment in relation to the end of phase objectives outlined on the Termly Progression documents and Medium Term Plans.)
- End of year assessment: class teachers make a final judgement to indicate whether the children are working towards, have achieved, or have exceeded the expected standard. These grades are reported to parents on the mid-year Annual Reports, and the End of Year Reports. The following codes are inputted onto the Foundation Subject Assessment Tracker to record the level at which each child is working:  
WTS – Working Towards the Expected Standard  
EXS – At the Expected Standard  
GDS – Greater Depth Standard

The children's learning is assessed against end of **phase** expectations. The following assessment grid is used to show the judgements given in Years One, Three and Five in relation to the end of phase expectations:

	End of Phase Standard			
	ETS	WTS	EXS	GDS
Y1	WTS	EXS	GDS	
Y2		WTS	EXS	GDS
Y3	WTS	EXS	GDS	
Y4		WTS	EXS	GDS
Y5	WTS	EXS	GDS	
Y6		WTS	EXS	GDS

### **Opportunities for All**

Southcoates Primary Academy is committed to the inclusion of all pupils, within the school curriculum and participation in all aspects of school life.

All pupils are taught age appropriate objectives as highlighted in the 'Subject Progression' document. Teachers ensure that these objectives can be accessed by all pupils through the use of scaffolding and modelling. More able children are challenged by being asked to apply their skills in a variety of situations, dependent on the task being undertaken. All children are encouraged to develop independence with regards to experimentation and creativity.

Children who are confidently achieving age related expectations are challenged to deepen their learning by being given opportunities to apply their skills in a variety of situations, dependent on the task being undertaken.

### **Fostering a Love of the Subject**

Southcoates Primary Academy highly values all subjects, and is committed to ensuring that every child has access to high quality experiences as well as an ambitious progressive and embedded curriculum.

To raise the profile of music, and to ensure that children understand the importance of the subject outside of the school environment, the following opportunities and experiences are organised for our children:

- Annual live workshops and performances from a local orchestra are delivered for the children in the school setting;
- The children in Year 4 receive weekly tuition from trained musicians;
- Children in Year 4 perform in an annual Summer Showcase concert at a local venue;
- Children have opportunities to apply their learning in performances and concerts throughout the year:
  - Early Years: Nativity performance
  - Key Stage One: Harvest performance
  - Years Three and Four: Easter performance
  - Years Five and Six: Upper Key Stage Two Concert .

## Subject Monitoring and Improvement

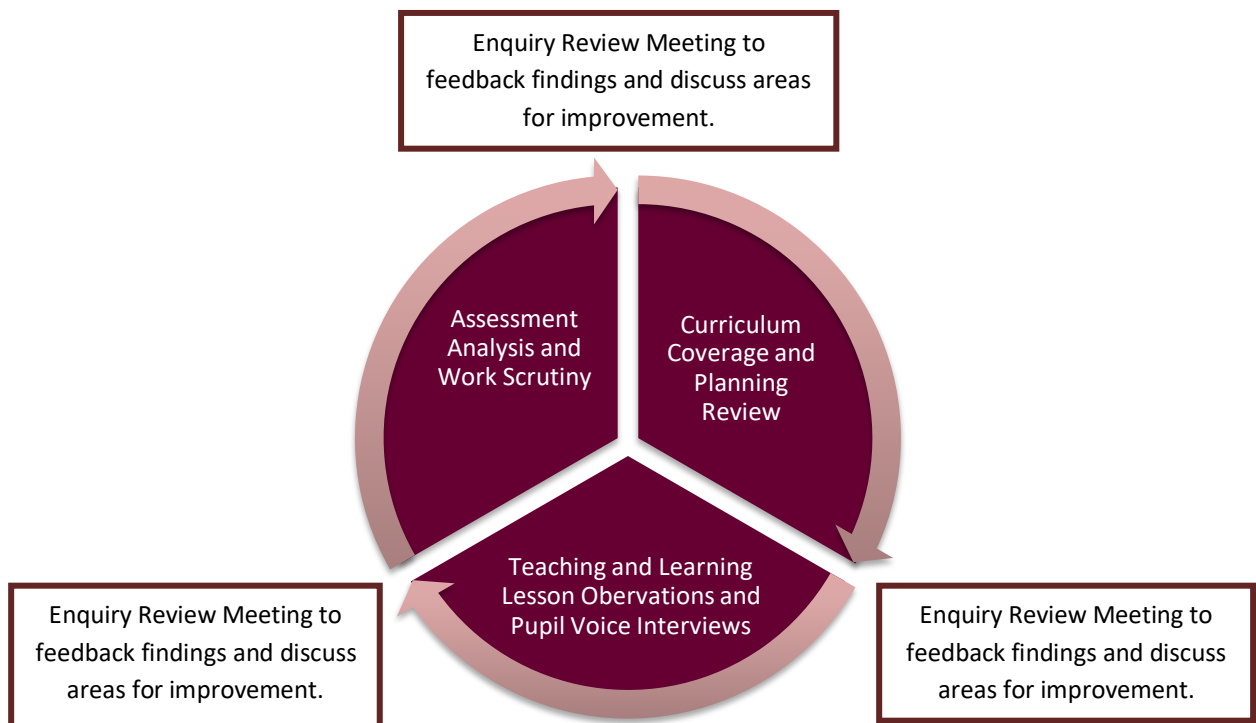
### Subject Leadership

- Music is overseen by the Wellbeing Faculty. The Wellbeing Faculty meet every other week to discuss:
  - Outcomes of monitoring.
  - Additional whole school opportunities and experiences to enrich learning and personal development.
  - CPD requirements.
  - Assessment.
  - Curriculum development.
- The Subject Leader for music and the Subject Leaders for PE and Spanish work in partnership to complete the monitoring cycle and to work on curriculum development and improvement for both subjects.

### Subject Triangulation

The curriculum, teaching and learning and outcomes of music are monitored, developed and improved using an annual cycle of monitoring: subject triangulation.

Each year, a cycle of teaching and learning lesson observations, pupil voice interviews, work scrutinies, curriculum coverage/planning reviews and assessment analysis informs the subject leader of the quality of education for music.





## **Subject Improvement**

Subject leaders feed back findings from the Subject Triangulation monitoring cycle to all teachers at the termly Enquiry Review Meetings. In these meetings, strengths, areas for improvement and CPD requirements are discussed. Good practice is shared to help to continually raise the standard of teaching and learning. The Enquiry Review Meetings are attended by all Teachers, Subject Leaders and members of the Senior Leadership Team, enabling constructive and productive conversations that aid continuous reflection, development and improvement of the curriculum.

## **CPD**

- Subject Leaders are given opportunities to attend CPD events run by The Enquire Learning Trust.
- Subject Leaders are able to request staff meeting slots to upskill teachers and to deliver updates and training.
- Teachers and Subject Leaders are encouraged to work together to discuss areas for improvement, and to identify areas where extra CPD may be required.
- Subject Leaders attend local Subject Leader Network Meetings to network with Subject Leaders from local schools.