



Music Policy 2021-22

The Music Policy is to be read alongside our Curriculum Policy.

Vision

At Urmston Primary School we place children at the heart of all we do, our values leading us in the way we teach and the way we learn. We embed these values into the fabric of our school culture and enable our children to learn in an environment that is relevant, engaging, exciting and challenging and encourages them to reflect upon their learning. Music plays a key role in this and our vision is to really enthuse children about music and to help them both enjoy and understand how music is made.

This policy is written to outline the design and intent of our curriculum, how it will be implemented, and the impact that it will have on our pupils.

Aims

- To ensure coverage of all objectives set out in the Primary National Curriculum...and beyond, utilising knowledge and skills progressions to ensure sequencing and development year on year.
- To take into account the DfE's 'Teaching a broad and balanced curriculum for educational recovery' which agrees that a key priority in all key stages is a curriculum which allows a return to practical music making through singing and playing instruments (see appendix).
- To ensure that our pupils are supported, challenged and nurtured in developing their music knowledge, skills and understanding.
- To ensure music vocabulary is embedded within teaching and learning.
- To provide creative and inspiring topics that our children are engaged in and enthused about, through giving learning context and meaning, including a variety of genres that link with our Being More Curriculum.
- To ensure that learning is fun.
- To ensure memorable musical experiences that stick with our children.
- To offer opportunities for learning to be child-led, giving children opportunities to explore music through learning and nurturing our wellbeing.

- To nurture confidence and independence through encouraging growth mind-set and keeping on trying, in order to improve their musicality.
- To ensure staff are aware of pupils' abilities and plan, assess and deliver lessons and programs appropriately.
- To develop musical skills both inside and outside the classroom.

Planning

Teachers have a yearly overview for genres of music for each half term and units of work/lessons plans for Music lessons, which consider the most effective ways of linking learning and giving it context and relevance for our pupils. Musical activities are planned for in advance of the start of each term, to ensure coverage of all key musical skills and engaging learning around national curriculum objectives, whilst weaving the children's learning needs and desires into the program of study. All year groups have a bespoke SOW, written by our Music leads, which links to the wider curriculum, through discreet topics for cross-curricular and deeper learning. The SOW nurtures and challenges all our pupils at UPS, whilst building on previous knowledge, based upon our knowledge and skills progressions for Music. Our genres of the half term runs alongside our Music SOW, deepening the opportunities for children to be exposed to a wider range of genres.

Teaching and Learning

Topics linking Music will be engaging and exciting for pupils, who will always be given meaning for learning that will be relevant. Teachers will deliver lessons and programmes of study in line with our Teaching and Learning Policy, catering for all types of learning styles and incorporating all manner of activities; visual, audio, kinaesthetic, investigatory and exploratory – with an appropriate balance between child and teacher-led learning. Teachers' deep knowledge and skilled questioning will support and challenge our pupils in broadening their own knowledge, skills and understanding. The Trafford Music Service also work with some of teachers to support the delivery of our curriculum.

Music can be taught through:

- The bespoke SOW, which utilises a range of other sources such as Youtube, Sing up and Charanga
- Whole class instrumental lessons from Trafford Music Service (for certain year groups)
- School clubs/choir
- Local community events
- Whole school singing assemblies or performances
- Visits from outside agencies

Beyond the curriculum

To supplement our curriculum, we will incorporate outside visits, partnership with Trafford Music Service, singing within the community and their events and in-house concerts to families and friends of the community.

SMSC and our UPS values

Social, Mental, Spiritual and Cultural aspects will be woven through life at UPS, both through our curriculum and through avenues such as assemblies, friendship groups, school council, etc. along with the implementation of our behaviour policy. Such ideals will be further embedded through our school values and the culture of our school. Music is a key avenue in this and when looking at genres of the half term, teachers will use every opportunity to teach children about the history of music, key figures, and the reasons for each genre's growth, development and prominence.

Recording

Pupils' learning will be recorded in several ways. This will be mostly by video or sometimes photographs, with written notation recorded as written work, to evidence learning but, more importantly, to offer opportunities for pupils to reflect on that learning.

Progression, Support and Challenge

Our Teaching and Learning Policy makes clear the expectation that pupils of differing abilities are both supported and challenged. Teachers will use a range of age-appropriate activities to engage all learners and ensure progression year on year, with work set appropriate to the levels of the children. This is particularly the case for our SEND pupils, as well as stretching those children who excel and are particularly able, gifted or talented in Music. All children should be included and have equal access to the Music curriculum, accessed through the Topic Units studied during their years at UPS.

Music in the Early Years

Our EY/Primary Link Lead has developed knowledge and skills organisers which illustrate how music fits into the new Development Matters framework and leads to the KS1 curriculum.

Monitoring impact and outcomes in Music: Assessment and 'End Points'

Assessment of our children's knowledge and skills and 'End points' to their learning depend on whether it is the teacher or the Music subject leader who is doing the monitoring. The following is amended from our Curriculum Policy...

The teacher's role: Teachers will assess Music by ongoing assessment of the knowledge and skills that they see in class and gauging a sense of achievement at each '*end point*', which will be looked at, at the end of each topic but more specifically at the end of each term. Children, where appropriate, will 'perform' their end piece in Singing Assembly and at the end of each unit.

In collaboration with subject leaders, teachers will assess specific **skills** and whether each child is developing, broadly achieving, or exceeding expectations in such skills. *This will happen at the end of each term.* We believe that assessment should inform better practice and that a key purpose of assessment is to monitor the impact and effectiveness of our

curriculum, move learning on, identify areas for development and act on them. Because there are so many skills to cover within our curriculum, we take a measured approach which enables subject leaders and teachers to prioritise and pinpoint areas for improvement. At the beginning of each term, subject leaders and teachers will highlight a particular skill area to assess, based upon their subject's priorities, following findings from their monitoring procedures (e.g. Performing through Playing). Sometimes this will change termly, sometimes twice a year, with all skills areas being more specifically assessed at least two or three times within the course of a key stage, with teachers and subject leaders making themselves fully aware of their class' needs at the start of each year. Because of this, the focus will always be based upon the development needs of the subject. It also ensures a regular focus on each area so that progression in standards and the impact of the curriculum can be monitored and reviewed. The Music subject leaders have also taken into account advice on the need for 'academic recovery' when looking at these skill focuses.

The subject leader's role: Monitoring, Evaluation and Review: the bigger picture

The Music Subject Leaders will use a number of monitoring procedures to gauge how pupils are performing in Music and may use this as an indicator of areas for development in Music across the school. With the use of knowledge and skills progressions within the curriculum, embedded into year group topics, they will be able to clearly see how pupils develop year on year and the expectations set by each year group. These *end points* will be assessed once a term, based upon the topics covered. It should be pointed out that not every skill and piece of knowledge in the curriculum will be assessed at the end of each term as this is unmanageable and not purposeful. The most effective way for Subject Leaders to monitor the children's acquirement of subject knowledge is through looking at the videos and through pupil discussion and learning walks, and here, they not only get a sense of how well the knowledge and skills have stuck with the children, but also, in more open-ended questions, gain a deeper understanding of how the children feel about the music topics studied and their engagement levels.

Our Curriculum Lead oversees the Subject Leaders' practice and monitors this to ensure consistency and effectiveness.

Along with an awareness of the topics and objectives covered in each year group (as set out in the UPS 'Being More' Curriculum), using the strategies above will enable the Music leads to have a clear idea of pupil standards at each *end point*, how the children are enjoying and engaging in Music and what areas for development might be.

The Music leads will have an action plan at the start of each academic year, including actions that are based on their knowledge of their subject and the subsequent needs of our school and our pupils. This may include additional resources, for example, or the need to address specific areas of Music in the current circumstances. They will again use all of this analysis as a platform for implementing improvement and enhancing our pupils' experiences in Music.

This policy is intrinsically linked to the following policies among others:

- Teaching and Learning
- Feedback
- Behaviour
- All subject policies

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Appendix – taken from the DfE’s ‘Teaching a broad and balanced curriculum for educational recovery’ (2021)

A key priority in all key stages is a curriculum which allows a return to practical music-making through singing and playing instruments (including music technology).

To ensure the safety of pupils and staff, this should be done in line with the DfE’s current Schools coronavirus (COVID-19) operational guidance and with the guidance issued by the Department for Culture, Media and Sport (DCMS).

Local Music Education Hubs should also be able to provide guidance and support as performance activities are reintroduced.

At key stage 1:

- *the music curriculum should maintain its focus on increasing pupils’ accuracy, fluency and expression through singing and playing a range of instruments.*
- *Singing familiar songs together, concentrating on intonation, phrasing and clear diction, and adding simple rhythmic accompaniments can help to build pupils’ confidence and quickly develop their listening skills.*

At key stages 2 and 3: The focus should be on the technical knowledge and skills that pupils have not been able to practise or develop sufficiently through performance or composition work when they have not been in school.

- *More attention should be given to the extent to which pupils have missed the opportunity to develop their instrumental and singing skills, or their knowledge of constructive elements such as scales, chords and musical forms.*
- *Close consideration should be given to the order in which key components are taught or re-taught, so that these important skills can be rebuilt deliberately and incrementally.*

As schools reintroduce pupils to practical music-making, they should also focus on their aural development, which is important in rebuilding their expressive knowledge and understanding of music. This includes:

- *providing effective feedback on pupils’ musical responses or choices, showing them how to resolve their musical difficulties and correcting inaccuracies*
- *training pupils’ musical hearing to appraise, shape and improve their performances and compositions. When work during remote education focused on theoretical knowledge about music, schools should ensure that pupils are given every opportunity to secure that knowledge through practical musical activity.*

Equally, while many teachers have made creative use of technologies to create ensemble ‘performances’ during the restrictions, schools should plan how they can reintroduce in-person ensemble activities. Well-organised ensemble activities can:

- *help pupils to develop mature aural skills*
- *build their confidence and support their wellbeing*
- *play an important part in re-building school communities, particularly when performances to an audience are permitted.*

Finally, schools should take every opportunity – both through and outside the school curriculum – to foster pupils' re-engagement with a wide range of music.