

Sutton Veny CofE Primary School

Music Policy

The National Curriculum

'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 talents 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 the best in the musical canon.' (National Curriculum Purpose of Study)

Our Vision for Music

In school, we will, through the effective teaching and learning of the knowledge, skills and understanding in music, maintain and stimulate pupil curiosity, interest and enjoyment. We will teach towards the National Curriculum requirements for music and the Model Music Curriculum 2021 through classroom teaching, the enrichment programme, voice tuition, music assemblies and community events with our cluster. We will, wherever possible, make meaningful links with the other subjects through our knowledge based curriculum. We will endeavour to take our children on a musical journey around the world and celebrate a diverse range of musical styles, genres and artists. We will work alongside our cluster music coordinator, voice tutor and music specialist to develop our own skills and knowledge to ensure music teaching at Sutton Veny Primary School is as effective and creative as possible, and to ensure that the cultural capital of our children is broad and varied to provide them every opportunity to succeed in the future.

Aims

At Sutton Veny CE Primary School, we aim to:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. (As outlined in the 2014 National Curriculum)

The following list of skills and attributes can be gained through participation in musical activities. It will be clear that these also contribute to the whole school curriculum.

- A sense of achievement - individual and collective
- Social skills such as co-operation, tolerance, self-confidence and perseverance
- Coordination of fingers, hands, arms, lips, cheek and facial muscles develops greatly
- Ability to use other languages to describe emotions (usually Italian words are used)
- Ability to read notation
- Listening skills
- Sensitivity to sounds
- Imagination and inventiveness
- Ability to analyse and solve problems
- Concern for accuracy
- Ability to memorise
- Develop attention to detail
- Communication skills, self-discipline and self-evaluation

Music Curriculum at Key Stages 1 & 2

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014:

Key stage 1

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.

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.

Music Curriculum Early Years Foundation Stage

The Early Years Framework curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Being Imaginative and Expressive'.

Being Imaginative and Expressive

Children will 'sing a range of well-known nursery rhymes and songs.'

Children will 'perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.'

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

Principles of Teaching

- Sutton Veny CE Primary School has a visiting voice tutor who works with each class for one term throughout the year.
- Each class (Year 1 to Year 6) receives up to one hour's music teaching per week. This can take place during class teaching with the teacher or the enrichment programme which follows the BBC Ten Pieces frame of work.
- Children have access to a range of untuned and tuned instruments. They also experience First Access from Year 2 – 6. First Access instruments are ocarinas, ukulele and recorders.
- Differentiation is achieved by resource, task, support and outcome through teachers' delivery of their planning.
- All pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations. A mutual respect and tolerance for all cultures will be promoted through the study of music.
- During music lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by the teacher or pupils) appropriate to the task set. Children have the opportunity to work in groups of both mixed and same gender and ability.
- Pupils with special educational needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability.
- Children who demonstrate a talent for music through musical skills beyond their age will be given extra challenges through differentiated work, questioning and through extra-curricular activities and performing opportunities.
- Pupils' achievements are celebrated in display and performance opportunities. We celebrate the musical ability of all pupils, including those with musical talent, through regular performances.
- Annual community events include singing and playing at Harvest and Christmas services, singing at events organised with the cluster and Wiltshire Music Connect.

Planning in Music

The music curriculum is structured to allow the children to progress through the programmes of study set out in the EYFS Framework and The National Curriculum. These objectives have been mapped out by the school to ensure the children develop through the content in a logical, sequential and progressive manner.

Teachers produce detailed layers of planning to map out the musical journey for the year group they are responsible for. E.g.

Long Term Planning – Objective Overviews – Weekly Planning

When planning, teachers give careful consideration to identify the prior knowledge pupils need to access new musical learning. They decide on the best way to represent new concepts to the children and plan carefully to meet the needs of all children in the class, including those who require additional support and those who need challenging. Teachers have the confidence to respond to the children's needs and adapt their planning and teaching methods accordingly. All planning is stored centrally on the school server.

Assessment in Music

Assessment is a continuous process and teachers use a range of assessment techniques, before, during and after the lesson, to inform the next steps in teaching and to respond to the needs of the children they teach. Understanding in music is assessed in the following ways:

- Marking of children's work
- Identifying misconceptions
- Asking questions and listening to responses
- Observing children during lessons
- Observing performances

Work is assessed against the objectives for that lesson and in line with school expectations.

Teachers use the key objectives from the EYFS Framework and The National Curriculum to assess the children's understanding and track their progress against these objectives. Teachers will look for a range of evidence that demonstrates that the children can independently meet the objectives before assessing their competence against the objectives. The assessment practice is consistent across the school.

All class teachers make a formal assessment about each child's attainment at the end of the academic year. This indicates whether the child is:

1. **Working towards** the national standard in music.
2. **Working at the expected** standard in music.
3. **Exceeding** the expected standard in music.

Spiritual, Moral, Social and Cultural

The spiritual development of pupils is shown by their:

- Sense of enjoyment and fascination in learning about themselves, others and the world around them;
- Use of imagination and creativity in their learning;
- Willingness to reflect on their experiences. The social development of pupils is shown by their:
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. The cultural development of pupils is shown by their:
- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic, and socio-economic groups in the local, national and global communities.

Role of the Music Subject Leader

- Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile at the School.
- To update and administer school music curriculum and oversee its implementation by other staff.
- Keep up to date with developments in music through reading and course attendance etc.
- Report back on courses attended.
- Encourage staff to go on appropriate CPD.
- Advise and support staff with music.
- Be responsible for overall cataloguing, storage, purchase and upkeep of all school music resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required (outlining the aims, objectives and philosophy involved in music)
- To organise concerts for children to attend and organise concerts and workshops for children in school.
- Coordinate extra-curricular music activities as appropriate to staffing and pupil interest.
- Represent the school at external meetings in relation to music.

Health and Safety

- Instruments are put away carefully after each session unless on display or in use the music area.
- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.
- Sutton Veny CE Primary School are constantly informed by government guidance in relation to teaching music safely during the Covid19 Pandemic. Special considerations are given when singing and playing wind instruments in the classrooms.

- Subject Leader: Mollie Williams
- Subject Link Governor: Thomas Finnie
- Date: July 2021 (MW)
- Next Review: July 2022 (MW)