



Springcroft Primary School

Music Policy

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Approved	Signature	Date

Our Mission Statement:
The place to learn, the place to succeed, the place to make friends, the place to grow.

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Statement of intent

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. We provide opportunities for all children to create, play, perform and enjoy music. We encourage children to develop the skills, appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. Music reflects our culture and society and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can be a highly academic and demanding subject. It is also important in helping children feel part of a community.

Springcroft delivers a broad and balanced music curriculum, going above the national requirements, which enables pupils 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 use their voices.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use music technology, and 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.

1. Roles and responsibilities

The Governing Board is responsible for:

- Ensuring this policy is accurate and robust.
- Liaising with the Headteacher, subject leader and teachers with regards to pupil progress and attainment.
- Ensuring the music curriculum is inclusive and accessible to all.

The Headteacher is responsible for:

- Communicating the agreed music curriculum to the Governing Board on an annual basis.
- Ensuring the music curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the music curriculum, ensuring their workload is manageable.
- Ensuring the music curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up to date with any relevant statutory updates and taking action where required.

- Ensuring the music curriculum is created in accordance with this policy.
- Ensuring there is a school music development plan published on the school website.

The music subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an audit of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.
- Writing and reviewing the school music development plan published on the school website.
- Updating and maintaining this policy.

Music teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

2. EYFS

All pupils in our EYFS are taught music as an integral part of the topic work covered during the academic year. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

The music curriculum in the EYFS is delivered with particular reference to being imaginative and expressive, which enables children to:

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others
- Try to move in time with music, when appropriate

3. National curriculum

All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum.

In KS1, pupils are 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.

In KS2, the focus for music is to teach pupils to sing and play musically with increasing confidence and control. They will be able to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

In KS2, pupils are taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments (Recorder in LKS2 and Ukulele in UKS2) 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.

4. Cross-curricular links

Wherever possible, our music curriculum provides opportunities to establish links with other curriculum areas.

English

- Pupils develop their reading and writing skills through learning to read and interpret written music.
- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- Pupils develop their research skills through discovering the history of music and famous composers.

Mathematics

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

ICT

- Pupils learn to use technology to compose music, and enhance their research skills through the internet.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.

Spiritual, moral, social and cultural development (SMSC)

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

5. Teaching and learning

Music curriculum lessons are delivered weekly across the whole school by a music specialist teacher.

Pupils are taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Pupils undertake independent work, have the opportunity to work in groups and discuss work with fellow classmates. Lessons focus on a wide range of musical skills and understanding, including the following:

- Singing in tune and alongside others
- Structure and organisation of music
- Appreciating different forms of music
- Listening to music, progressing to extended pieces of music as pupils move through year groups

- Representing feelings and emotions through music
- Recognising pulse and pitch
- Using the voices of others to combine and make different sounds
- Musical notation and how to compose music

Our music teacher, in collaboration with the subject leader, ensures that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

6. Planning

Planning of the music curriculum is tailored towards three areas of progress:

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in pupils' music-making

The subject leader is responsible for reviewing planning and communicating these to teachers, taking into account pupils' needs and identifying the methods in which topics could be taught.

In the school, music is taught as a discrete lesson. Lesson planning demonstrates a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. There is a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

7. Assessment and reporting

Pupils will be assessed and their progression of skills and knowledge are recorded in line with the school's Assessment Policy. Pupils in the Early Years Foundation Stage are assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupils' strengths and identify areas where progress is less than expected. Pupils' progress and development is assessed against the framework's early learning goals. An EYFS Profile will be completed for each pupil in the final term of their Reception Class year.

Throughout the year, our music teacher plans ongoing creative assessment opportunities in order to gauge whether pupils have achieved learning objectives. Assessment is undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

Formative assessment is carried out informally throughout the year, enabling our music teacher to identify pupils' understanding of subjects and inform lesson planning.

End-of-year assessments are recorded in line with our Assessment Policy and are passed to relevant members of staff, such as pupils' future teachers, to evidence where pupils are at a given point in time. Summative assessments are also used at the end of a unit of work. Teachers make judgements about the work of each pupil in relation to the national curriculum.

Parents are provided with a written report about their child's progress during the summer term each year. These will include information on pupils' attitudes towards music, understanding of musical terminology, investigatory skills and the knowledge levels they have achieved. Verbal reports will be provided at parents evenings during the autumn, spring and summer terms.

The progress of pupils with SEND is monitored by the SENCO.

8. Musical opportunities

All pupils will be encouraged to participate in additional musical opportunities to enhance their learning and development.

Instrumental tuition is also taught by peripatetic instrumental teachers to individuals or groups of children in Key Stage 1 & 2. Instrumental lessons currently delivered in school include:

- Vocal/singing
- Piano
- String (violin and cello)
- Brass
- Woodwind (flute, clarinet and alto saxophone)
- Percussion and drums
- Guitar

Each year the school is involved in musical events. These include, Christmas, Easter and Summer performances, our annual "Springcroft's Got Talent" celebration, performances within the local community and collaborative workshops and performances. Other music specialists visit our school to provide a range of workshops. Musicians from other cultures also provide performance opportunities for our children.

Extra-curricular music opportunities include vocal and instrumental ensembles which include:

- School choir
- School orchestra
- School band
- School guitar ensemble

Children with particular musical talents are encouraged to join the Moorlands Music Centre Ensembles, and individual children are also entered for external instrumental graded examinations.

Additionally, we promote partnerships within our wider community by promoting links with local musicians, music schools, or cultural organizations to enrich students' musical education. Opportunities for visiting performances, workshops, and field trips to concerts or musical events are also offered to all children.

9. Equipment

The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the school office manager in order to purchase further resources. Musical resources are stored in the resource cupboard off the hall. The school library contains an array of resources and topic books to support pupils' research. Musical equipment and resources will be easily accessible to pupils during lessons. The music subject leader undertakes an audit of musical equipment and resources on a regular basis.

10. Equal opportunities

All pupils have equal access to the music curriculum. Protected characteristics and other factors will not impede pupils from accessing music lessons. Where it is inappropriate for a pupil to participate in a lesson for reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary. Springcroft Primary School aims to provide higher attaining pupils with the opportunity to extend their musical thinking through extension activities, such as listening to and interpreting extended pieces of music, and research of a musical nature.