

Music Policy

October 2022 update

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 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 a wide range of music.

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

Attainment Targets

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

Subject Content

Key Stage 1

- 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

Intent	<p>At Abbey Meads, we aim to provide a sense of enjoyment and a positive attitude that inspires pupils to develop a love of music. Our intent is that children explore, appreciate and benefit from music through listening, appraising, composing and performing activities.</p> <p>The aim of our music curriculum is to provide all children with a practical, interactive learning experience. We plan opportunities to learn how to listen and appraise, perform using voices and tuned and untuned instruments and compose using instruments and technology. Within this, the children will learn a new vocabulary to describe music - the inter-related dimensions. They will use this vocabulary to support their opinions and judgements of the music.</p> <p>Through music, all children will work together, developing creativity and resilience. Music provides opportunities for freedom of expression for all, with differentiation possible by task and outcome.</p> <p>Cultural diversity and historical knowledge can be taught through music and cross-curricular links are encouraged within the school curriculum.</p> <p>At Abbey Meads, we choose to provide instrumental tuition to years 4 and 5 on top of their curriculum music. Whilst the NC begins at year 1, EYFS are introducing children to listening to music, responding to music and experimenting with instruments to express their feelings and ideas.</p>
Implementation	Scheme of work
	<p>The school follows the National Curriculum and this is broken down into a progression of skills. Teachers can use Charanga as a resource to support the planning and teaching of music, or create their own resources and activities based on the NC and progression of skills.</p> <p>https://charanga.com/site/musical-school/</p>
	Planning
<p>We plan our music from the school progression of skills (based on the NC). This ensures children build upon prior learning as they move through the school. The progression of skills has links to vocabulary, which are an integral part of the teaching of music.</p> <p>Teachers produce medium term plans each term, which provide details of the main objectives and activities; since 2022 there has been a focus on performing or composing or listening each term, with specific embedded vocabulary. It is up to the class teacher to decide how to teach the termly content. Year groups can choose to teach music weekly or structure the unit of work into multiple larger chunks, like a practical project, where it may be easier to teach, develop and evaluate practical skills.</p>	
Teaching	

All children will listen to a variety of music, where we teach them to understand how music can represent feelings and emotions. We regularly provide children with opportunities to listen to a range of music from different eras, cultures and composers. Children are encouraged to reflect on the important effect that music can have on people's moods and senses. Children have the opportunity to encounter music from many different nations, which encourages positive attitudes towards other cultures and societies. This takes place before school, in classroom and assembly times, as well as from the Swindon Music Service Roadshows.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge; the progression planned means that children are increasingly challenged as they move through the school. Children will learn in a number of ways - whole class, small groups, pairs and individually, depending on the activity and outcome required. Children are given the chance to compose, develop, improve, evaluate and perform their ideas, with an understanding that music is subjective. They are taught to use the inter-related dimensions of music to evaluate their own and others work as well as appraising recorded pieces from history to the present day.

Music is well resourced across the school. Each classroom has their own selection of musical instruments, including tuned and untuned percussion. There is also a central store of further musical resources for all to use. Children in Year 4 and 5 are provided with a recorder, which they are able to keep. Each child is taught performance skills, how to read written notation and basic theory to support their playing. KS2 children are all taught to use *Garage Band* on the iPads, to arrange and compose music.

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements about them during lessons. The teacher will assess a piece of work giving oral or written feedback, as necessary, to inform future progress. Children are also encouraged to evaluate their own and their peers work. Whilst tasks can be differentiated, most activities are assessed via outcome. Whilst no formal assessment is requested for monitoring purposes, the class teacher keeps records to support end of year assessments. From 2022, the inclusion of two listening 'quizzes' per year, supports the teaching and learning of vocabulary and provides evidence of children's understanding.

Cross curricular

Each term there is an opportunity for a group of children to perform musically to an audience. This can be in year group sharing, assembly performances or whole school events.

English - music supports the development of vocabulary, speaking and listening skills, used in appraisal and analysis lessons

Computing - digital music. All children from year 3 upwards are taught to use Garage Band for composing and arranging music

Geography/history - music supports the understanding of historical timelines and how it is linked to specific key eras; music is linked with the cultural and geographical understanding of the world, such as fusion music or music for specific events

PSHE - children learn about sharing opinions, listening with respect to music they may not be familiar with and how music can have links with social occasions.

Each week there is assembly music, which is linked to the model music curriculum - western, popular and world genres are played and discussed as appropriate.

Home - School learning

An audit of who learns instruments outside of school is collected, alongside those who have lessons with SMS.

The Headteacher sends out assembly/gate music on twitter for family involvement and discussion.

Musical extravaganza- an annual event that shares music teaching across the school, as well as from SMS.

	<p>Monitoring</p> <p>We follow the school monitoring schedule to evaluate the effectiveness of teaching and learning in music.</p> <p>Across the year, pupil voice, planning audits, book looks and learning walks will take place and the outcomes of this work are fed back to staff and SMT. Where necessary, further monitoring and support will take place outside of the planned work.</p> <p>Assessment analysis takes place at the end of the year. As of 2022, there will be 2 opportunities for class teachers to monitor progress through a listening 'quiz' to ascertain the understanding the children's knowledge and application of the inter-related dimensions. The subject leader will monitor the use and outcomes of these quizzes.</p> <p>All year groups are using class books to log any evidence of music learning (evaluation of compositions, score writing example, evidence of performance, written analysis of music appraised, either by the children, teacher or TA). On top of this, foundation books are also used to log individual pupil responses from their music lessons.</p> <p>Extra-curricular</p> <p>We have a thriving school choir, which meets each week and performs at whole school events and in the local community. These children also have opportunities to perform with other schools in the local area, through Voice Festivals and collaborative work within Blue Kite Academy.</p> <p>As a school, we provide other extra-curricular opportunities and optional peripatetic lessons on the piano and guitar. All children are also provided with the opportunity to perform in an ensemble, in groups or individually at our end of year 'Music Extravaganza'.</p> <p>Music is an integral part of our school life and we aim to provide children with the skills and appreciation, which will allow them to develop a life-long love of music.</p>
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	<p>Pupil/Parent/Staff voice</p> <p>Through discussion and feedback, children talk enthusiastically about their music lessons and speak about how they love learning music.</p> <p>Children show confidence and understanding of practical skills and new vocabulary and know how to apply them in their work.</p> <p>Children talk about how they learn and how they feel about evaluation and improving being part of the learning process.</p> <p>Children understand how music can be used in or linked to other areas of the curriculum and describe examples of where they have done this.</p> <p>Children talk about 'how' they learn music and can describe skills they have been taught or instruments which they can now play.</p> <p>There is good attendance at musical events - concerts, plays, nativities and the Musical Extravaganza.</p> <p>All staff feel confident in music subject knowledge, or know where to seek help or advice.</p>
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Data
At the end of the year, data shows that the majority of all children are working at or above the expected level for music.
Book looks
Book looks show evidence of the work achieved across the year by the class. This is specific to music, which has a book per class. Evidence includes children's written work, evaluation of composition or performance work, flip chart evidence of class evaluations, written composition evidence (pictorial representations/graphic score) etc. Foundation books are also used to evidence specific individual work throughout the year.
Planning audits
All planning meets the requirements of the NC, ensuring a broad range of musical styles and genres are covered across history. Planning ensures appropriate coverage of knowledge, skills and vocabulary as set out in the progression of skills.
Learning walks
Children are engaged in their learning and show enthusiasm for music. Children can perform with confidence and accuracy. Children can compose using a range of instruments/technology, understating their intended effect. Children can talk accurately about music (live or recorded), using the vocabulary matched to their year group.

By the end of year 6, the children will be ready for KS3 music, having had a rich diet of performing, composing and listening opportunities over the past 7 years. The children will be able to take part in an ensemble performance, perform in front of an audience, be part of an audience, where they would give appraisals, and compose their own ideas using a variety of resources.