



Music Curriculum Policy



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Intent

The curriculum that we teach has been planned to promote the (Manchester) five key skills for life: problem solving, teamwork, self-management (initiative, organisation, accountability), self-belief (confidence, resilience, positive attitude), and communication.

'Music is a universal language that embodies one of the highest forms of creativity... (M)usic 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.' Department for Education, (updated 26th March 2021), Music Programme of Study.

We seek to inspire and enthuse pupils to develop a love for music through positive experiences, engaging with a variety of styles and genres of music, and providing opportunities to perform. We aspire to develop the creative potential of each child through learning, which encourages the development and communication of the pupil's ideas, experiences and feelings.

We intend to develop our pupils knowledge, understanding and skills in music, through a progressive and robust curriculum. There is a commitment from nursery to the end of Key stage 2, to deliver a good music curriculum, that gives pupils the essential knowledge they need to become well-rounded and informed citizens with a strong sense of how music can be used for their wellbeing and enhance their community. Through our music curriculum we aim to encourage pupils to develop a curiosity, to investigate, explore, create, and evaluate musical ideas. We want to develop a strong curiosity for a variety of musical styles and for pupils to understand its value in our and other societies, both past and present.

Music is a powerful and unique form of communication that can change and impact the way children and adults feel, think and act, and as a universal language we value this form of creativity at Newall Green Primary School. We aim for every child to leave Newall Green Primary School with a range of musical knowledge, skills and understanding, and love of music, which they can carry with them for the rest of their lives.

Implementation

Legal Framework

This policy has due regard to statutory guidance, including, but not limited to the following:

- Department for Education (2013) 'National Curriculum in England: music programmes of study: Key stages 1 and 2'.
- Department for Education (2021) 'Statutory Framework for the early years foundation stage'.

Teaching and Learning

- Music lessons are explicitly and systematically taught fortnightly in the early years foundation stage and weekly in key stage 1 and 2.
- During the year, as part of our music provision, pupils in Y1-Y6 have the opportunity to develop their understanding, skills and techniques with an experienced specialist music teacher, and learn to play instruments such as Ocarina, Recorder, Ukulele, and Voice. Pupils engage in weekly singing assemblies whereby they are taught how to sing and how to perform with increasing confidence and control.
- Our school uses The Charanga Musical School Scheme, which provides teachers with week by week lesson support for each year group in school. This is ideal for specialist and non-specialist teachers as it provides clear progression, lesson plans, key

information and vocabulary, assessment guidance and interactive resources to support the lessons. The programme supports all the requirements of the National Curriculum, and provides a practical, exploratory and child-led approach to musical learning. It enables the children to develop their understanding, review prior learning, apply new learning, develop their aural memory, develop confidence, and express themselves physically, emotional and through discussions, whilst creating their own musical ideas and judgements. Through their musical journey the pupils have the opportunity to experience music from different times and cultures, styles and genres. Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence: Listen and Appraise; Musical Activities (including pulse and rhythm); Singing and Voice; Playing Instruments: Improvisation / Composition: Perform and Share. These units draw the class ensemble where each pupil can sing and play in a meaningful experience. The programme also enables pupils to learn to play a tuned musical instrument, with progression through the year groups.

Early Years Foundation Stage (EYFS)

- The starting point for the curriculum is the Revised Early Years Foundation Stage Framework (2021), and the specific areas of learning Expressive Arts and Design, and Communication and Language.
- Pupils begin their journey in music by experiencing music through Music Areas and singing a range of well-known and themed based songs and poems, introduce throughout different areas of their learning.
- Pupils have fortnightly taught music lessons, using 'Charanga'.
- The pupil's early experiences of instruments come through body percussion and then percussion instruments to explore pulse, and rhythm, leading to improvisation and composition.
- Upon leaving Reception the children have begun to experience tuned instruments in the form of glockenspiels.
- The pupils are encouraged to be imaginative and explore different media and movement to express themselves.
- Teachers use Tapestry to record performances and teacher judgement to note progress.

National Curriculum

- The National Curriculum provides the structure and skill development for the curriculum for Key Stages 1 and 2.
- Where possible, cross curricular links are made within core and foundation subjects.
- Music is taught using a clear and progressive scheme of work purposely designed for teaching music in primary schools, Charanga, so to ensure all interrelated elements of music are covered and implemented.

Assessment and Recording

- Pupils are assessed and their progress recorded in line with the school's assessment policies.
- Formative assessment, which is carried out informally by the class teacher throughout the year, enables teachers to identify pupils understanding and skill development, and gauge if pupils have met key learning objectives. In turn this informs their immediate lesson planning, and suitable adaptations and scaffolds are put in place. Lesson plans are annotated accordingly.

- Throughout the year, the teacher's judgement, is made alongside the legal frameworks, and end of unit targets provided by Charanga for guidance.
- Summative assessments are also used at the end of a unit of work. Class teachers will use their judgement to record each pupils progress. If the specialist music teacher has taught, their judgement will also be considered by the class teacher. This is recorded on SIMs - the school's data system - in accordance with the school's Assessment Policy.
- Pupils are given the opportunity to self-asses learning as part of their development in Music.
- Parents / Carers will be provided with information about their child's progress, in line with the Assessment Policy.
- Termly recordings of the pupils performances are uploaded to Charanga / Tapestry to evaluate progression over time.
- Teachers' perceptions and the voice of the pupil will be collected to support and guide the profile of music in school.

Cross-curricular Links

Where appropriate, Music will be used to broaden pupil's understanding and provide links with other subject areas, enriching their experiences.

English:

- Pupils develop their comprehension skills and are encouraged to ask and answer questions.
- Pupils develop communication, speaking and listening skills through: learning to compare ideas, methods, approaches, in their own work and that of other pupils; sharing their opinions and feelings about music and compositions through respectful discussions.
- Pupils develop their language skills through vocabulary, singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their research skills through discovering the history of music and investigating composers.
- Pupils develop their reading and writing skills through learning to read and interpret written music.

Maths:

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

Information and Communication Technology:

- Pupils listen to and view music electronically.
- Pupils develop skills to electronically compose music.
- Pupils are able to use ICT equipment to record compositions electronically.
- Pupils use devices to discover more about the history of music and composers.

Personal, social and emotional development (PATHS / PSHE):

- Pupils are given opportunities to discuss their feelings about their own and others work, methods, approaches and preferences.
- Pupils are given opportunities to work with others and perform in front of others developing confidence and control.

Spiritual, moral, social, cultural development:

- Pupils learn to work with others effectively and build positive relationships to encourage cooperation and collaboration.
- Pupils learn to respect others' opinions.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies / cultures / forms, building pupils' cultural capital.
- Pupils are given opportunities to appreciate and value music, reducing cultural barriers if they occur, and develop positive attitudes to difference.

Physical Education:

- Pupils develop skills to move to music.
- Pupils learn to appreciate and appraise musical / dance / movement performances.
- Pupils learn to develop their own physical compositions to music.

Additional Music Teaching and Events

- Pupils attend weekly 'Singing Assemblies', where they are taught how to use their voices to sing, how to perform and a variety of songs.
- Pupils have opportunities to participate in additional musical sessions. These can be in the form of lunch-time and / or after-school clubs led by the specialist music teacher and / or enthusiastic teachers.
- Pupils have the opportunity to perform in front of others during class performance, class assemblies, and special performances such as a Christmas Choir's performance for the local community.

Resources

- Charanga Music Scheme has been purchased to ensure children have a progressive, inclusive and robust curriculum. Each teacher has login details to enable access to online planning, resources, information, assistance, assessment guidance and a vice for storing recorded performances. (EYFS use Tapestry for storing recorded performances.)
- The subject focus group is responsible for liaising with SLT / school business manager to purchase resources.
- Each Phase has its own set of appropriate instruments, stored near their locations.
- All members of staff are responsible for ensuring the instruments are used and stored correctly, and are returned after the lesson / session to their central location.
- All members of staff are responsible for reporting damage or broken instruments as soon as it is noted, so a suitable replacement may be sort as soon as possible.

Equal Opportunities and Inclusion

- As a Peace Mala and Rights Respecting school our ethos is reflected in our learning.
- Music follows the guidelines of the school's Equal Opportunities Policy, and Inclusion Policy, regardless of gender, learning ability, physical ability, ethnicity, linguistic ability, and / or cultural circumstances.
- Charanga is used to plan and adapt learning across all classes, including the Alternative Provisions.
- Pupils are entitled to access the music curriculum at a level appropriate to their needs.
- The SENDCo, will support staff with resources, knowledge and skills for pupils with additional needs to ensure all pupils access music and making music.
- Teachers use a range of strategies to scaffold and adapt learning to ensure appropriate challenge, adjustments, and accessibility to learning is facilitated, such as time, resources, and deployment of staff.

- Music may provide opportunities for pupils including those with SEND to build confidence, self-esteem and experience success, and develop a positive attitude to learning.
- Pupils who demonstrate a natural talent, will be encouraged to flourish through the opportunities made with the Music Hub connections / activities/ groups and with guidance from the specialist music teacher.

Roles and Responsibilities

The music focus group is responsible for:

- Monitoring planning, progression and continuity from year group to year group
- Ordering and organising the deployment of resources and carrying out an annual audit of all music-related resources.
- Liaising with teachers across all phases.
- Evaluate and review music, encouraging staff to provide effective learning opportunities for pupils.
- Gathering evidence of displays and leading by example
- Reviewing teachers' annotated plans (Charanga Music Scheme), to note common standards are met for planning, recording, and assessing pupil performance and the use of the Charanga scheme of learning.
- Gather teachers perception of the subject.
- Gather the voice of the pupils about the subject.
- Attend Music Hub Network Meetings.
- Signpost families to Music Hub events.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with the policy.
- Ensuring progression of pupils' musical skills with due regard to the national curriculum or EYFS statutory framework.
- Plan lessons effectively, ensuring learning is adapted and scaffolded to meet the needs of the pupils.
- Monitor the progress of pupils in their class and complete the school's assessments for each pupil.
- Record termly performances to monitor and demonstrate progression (added to Charanga / Tapestry).
- Undertake any training that is necessary to teach the subject.
- Ensure knowledge organisers are shared with families.
- Incorporating music into the school day in a variety of ways.
- Teach music for music

The special educational needs coordinators (SENDCos) are responsible for:

- Providing training for staff regarding adapting teaching and scaffolding learning for pupils with special educational needs and disabilities.
- Advising staff how best to support pupils needs.
- Obtain adapted instruments for individuals with specific requirements.
- Advising teachers about assistive technologies to support pupils with SEND.

The senior leadership / management team (SLT / SMT) is responsible for:

- Liaising with the music focus group to review planning, learning, engagement, and pupils progress.
- Liaising with the music focus group to review teachers' perception, and the voice of the child.

- Coordinating with the music focus group to ensure staff requests for ordering resources is appropriately met.
- Coordinating with the music focus group to ensure continual professional development needs for staff are catered for, when possible.
- Ensuring music is a valued part of the school's curriculum and community and features in each year groups programme of learning.
- Ensuring music is recognised as a compulsory subject and enable teachers to plan for an hour of music teaching a week, particularly in Key stage 1 and 2.
- Highlighting how music fits into the academies curriculum, co-curriculum and enriched provision of the school.
- Advising the Alternative Provisions if music is an appropriate requirement for their curriculums and enabling the outcome. (Ongoing review.)
- Supporting the music focus group with time and resources to promote and monitor the subject.
- Enabling the subject focus group to attend the Music Network Events hosted by the Music Hub to secure funding and support from them.

Impact

- Pupils will enjoy music in as many ways as they choose - either as listener, creator, and / or performer.
- Pupils will develop positive attitudes and to experience success and satisfaction in music.
- Pupils will experience and appreciate a wide variety of musical styles and genres, and build their cultural capital.
- Pupils will discover areas of strengths, areas to work on, and personal musical preferences.
- Pupils will achieve a sense of achievement, develop their self-esteem, and become self-aware through reflections on musical interactions, teamwork and performances.
- Pupils will feel valued as they listen to others and others listen to their musical opinions and ideas.
- Pupils will explore how sounds are made, and how music is produced by a variety of instruments.
- Pupils will experience a range of tuned and un-tuned instruments.
- Pupils will build a sense of pulse and rhythm.
- Pupils will enjoy and participate in a range of songs, and experience how to use their voices.
- Pupils will build a range of musical vocabulary.
- Pupils will develop their imagination and creativity.
- Pupils will make links with music and wellbeing.
- Pupils will experience music, which they can take with them and may choose to develop further, which may produce the potential specific interest, hobby or career.

Appendices



Charanga Original Scheme

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery					
Me!	Christmas	Me!	My Stories	My Stories	Performance
Reception					
Everyone		Our World		Big Bear Funk / Reflect, Rewind, and Replay	
Year 1					
Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay
Year 2					
Hans, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
Year 3					
Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Year 4					
Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
Year 5					
Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing In The Street	Reflect, Rewind and Replay
Year 6					
Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind and Replay

* Not part of the Charanga scheme