



## **Overton St Helen's CE Primary School**

Surrounded by God, we inspire hearts and minds through learning, faith and love.

*'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' (Matthew 5: 16)*

### **MUSIC POLICY**

#### **School Vision**

We encourage children to be respectful, forgiving and compassionate. We are a nurturing, inclusive and safe community built on Christians Values that inspire positive trusting relationships between school, families and the wider world.

We aim high, engaging children in a dynamic and diverse curriculum with opportunities and experiences that allow them to excel, through discovering their unique talents, relishing challenges with courage and perseverance, knowing that God is with them.

### **INTENT**

#### **Rationale**

At Overton St. Helen's, we believe that Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression that can play an important role in the personal development and well-being of all those in our school and our local community. Music can teach about the past and reflect the current culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. We aim to provide a rich and varied curriculum to challenge and meet the needs of all our children that develops the key areas of singing, listening, composing and performing/instrumental performing which all contribute towards the steadily increasing development of musicianship.

Our Music Curriculum aims to fulfil the requirements of the national curriculum for Music through providing a broad and balanced curriculum designed to develop a lifelong love of Music, performance, and creativity. We personalise the knowledge, skills and understanding to be taught so that it meets the needs of the children in our unique circumstance. All pupils are taught music at a level appropriate to their needs and abilities. We strive to develop children's ability to listen and appreciate a wide variety of music and make judgements about musical quality. We encourage active involvement in different forms of music making, experimenting with the creative process both individually and as ensemble and performing

for a variety of purposes, while exploring a developing understanding of the interrelated dimensions of music.

## **Aims and Objectives**

Music is a foundation subject within the National Curriculum. The aims of teaching Music at Overton St. Helen's are consistent with our school philosophy and take account of Curriculum Policy Documents and the National Curriculum Programmes of Study for Music. Music is concerned with empowering children to explore and develop musical techniques and skills alongside building musical knowledge instrumentally, vocally or through technology in the following:

- Singing
- Listening
- Composing
- Musicianship/performing

Our Music education aims to:

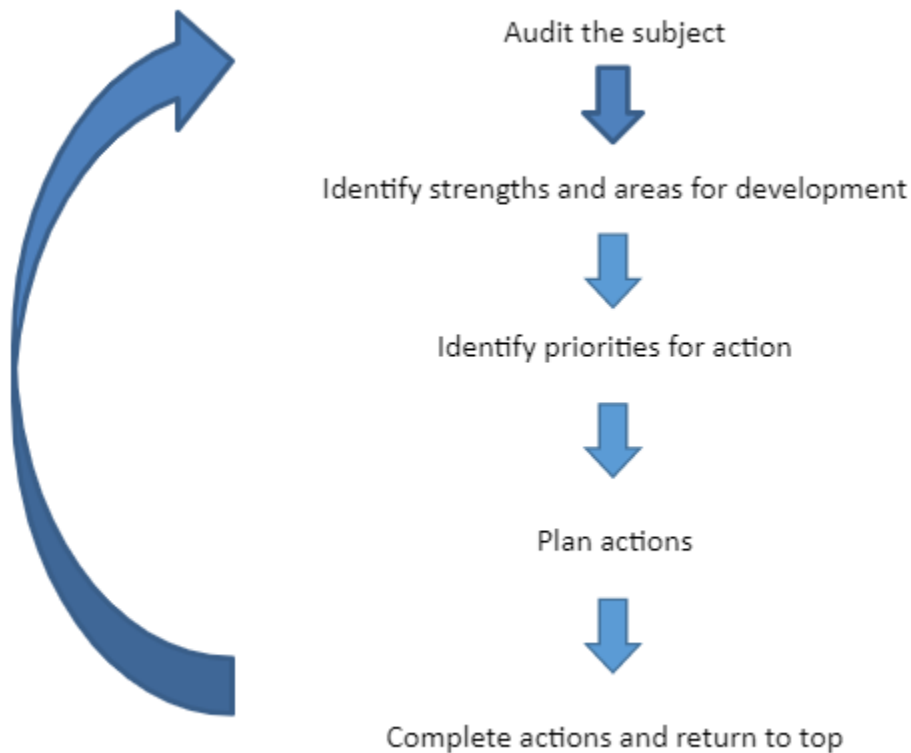
- Develop a love of Music through listening, singing, and playing
- Expose children to a wide range of musical styles from different time periods and cultures
- Develop children's understanding, interpretation, identification, and creative application of the interrelated dimensions of music (Pulse/beat, rhythm, pitch, tempo, dynamics, texture, timbre, structure)
- Develop children's ability to read notation and apply to their own compositions.
- Provide opportunities for children to explore and play rhythmic and melodic instruments.
- Develop the principal skills of singing including breathing, posture, dynamics, and phrasing.
- Encourage children to develop their craft of creating compositional melodies and rhythm patterns and the ability to appraise and self-evaluate.
- Provide a range of opportunities for children to perform for a purpose.

## **Role of Subject Leader**

The Music Subject Leader is responsible for:

- Ensuring progression and continuity through and across Key Stages
- Motivating and supporting colleagues in the implementation of their planning and providing guidance on where to find suitable resources for each unit of work.
- Monitoring progress and standard within Music, identifying strengths, weaknesses and priorities for development.
- Keep up to date with the developments in Music and cascading information to colleagues.
- Facilitating the use of musical resources across the curriculum in collaboration with all subject leaders

- Liaise with the delegated governor and report to the curriculum lead and Head teacher through action planning, subject discussion and staff meeting.



The subject leader ensures all National Curriculum statutory requirements are being met and all equipment is in good working order to ensure the effective delivery of the curriculum.

### **Health and Safety**

Students are encouraged to handle instruments responsibly and with care, under the guidance of their teacher. They are taught proper techniques for holding, playing, and storing instruments to prevent any potential accidents or damage. There is also a need for a clean and organized environment in the classroom, ensuring that instruments are stored in designated areas when not in use.

In addition, instruments will be handled with care and put away thoughtfully after each session. Proper storage practices are implemented, considering the size, weight, and shape of each instrument, to ensure their longevity and prevent any potential damage. Special attention is given to maintaining hygienic conditions for wind instruments. Appropriate steps are taken to ensure thorough cleaning and sanitization, promoting the health and well-being of students who play these instruments.

## **IMPLEMENTATION**

### **EYFS**

The EYFS 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*'. The EYFS lessons are taught using the 'Music Development Matters in EYFS' guidance.

Being Imaginative and expressive

*Children at the expected level of development will:*

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

During the EYFS, children explore, experiment, practice, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age.

### **Key Stage 1**

The teaching of Music focuses on the key knowledge and intent set out in the National Curriculum (2014).

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 recorded music.
- Experiment with, create, select, and combine sounds using the inter-related dimensions of music.

### **Key Stage 2**

Pupils should be taught to:

- Play and perform in solo 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 details recall sounds with increasing aural memory.
- Use and understand staff and 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.

### **Approaches to learning**

At Overton St. Helens's we strive to provide many opportunities for children to experience a range of live musical workshops and performances. We have visits from professional artists who perform live at school and run workshops. Children may develop understanding of specific instruments, learn how to compose songs, hear artists describe their musical experiences.

We also provide a plethora of performing opportunities. At Christmas time, EYFS and KS1 take part in a musical nativity performance in front of parents. Year 5 and 6 perform a musical production at the end of the summer term every two years. At other times of the year e.g. Harvest, Easter and class assemblies, year groups or the whole school get together to provide appropriate musical ensembles often in the church and in the local community.

In the Spring Term, we have a Music celebration concert where Years 2 and 5 perform. Professionals from Lancaster Singing Festival come to school to lead workshops and we regularly practice for the performance. This occurs at a prestigious location such as Ashton Hall at Lancaster Town Hall where we join with many other schools and sing live in front of an audience.

By the end of Key Stage Two, children will have learned to play two musical instruments, the ukulele and glockenspiel. Throughout Key Stage One and Two, Children will have had the opportunity to perform (sing) to an audience in a variety of venues, including school hall, public venues, and open-air settings. The children will follow spiral curriculum which will build their procedural and declarative knowledge to enable them to sing proficiently.

## **Planning**

### Long term plan

At Overton St. Helen's, we have developed a clear program of study which considers the uniqueness of our Key Stage 2 children and their journey through Overton St. Helen's Primary School. In EYFS and Key Stage one we have an annual overview but due to the mixed age classes within our Key Stage 2 classes we run a two-year rolling programme. This ensures we meet the requirements of the National Curriculum and provide a curriculum which builds upon previously learned knowledge. The rolling programme is attached within the appendix.

### Medium term plan

Music is taught discretely in Key Stages 1 and 2 in weekly 45 minute-1 hour sessions. Medium term planning is developed by the class teacher by using guidance and suggested schemes and activities written and developed for the Charanga website. This ensures knowledge in of singing, listening, composing, and performing while embedding and strengthening understanding of musical terminology is built within a spiral curriculum. Our planning also considers the various performance experiences we offer to the children. The knowledge progression takes this into account to ensure all learning opportunities are maximised and no performance is solely focused on an event or theme, we are therefore building knowledge of music and not just knowledge about music.

## **Equal Opportunities**

At Overton St. Helen's, every child is valued as having unique characteristics, interests and abilities and learning needs. We aim to provide effective learning opportunities for all our children by:

- Setting suitable learning challenges where we aim to give every child the chance to experience success in learning and to achieve as high a standard as possible.
- Responding to the diverse needs of children bring to their learning where we have high expectations and provide opportunities for all children to achieve, including girls and boys, children with special needs, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

- Overcoming potential barriers to learning and assessment for individuals/groups of children where we take special account of the type and extent of difficulty experienced by a child.
- Supporting Pupil Premium children throughout the curriculum in various ways, including one to one or small group support from a Teaching Assistant.
- Ensuring that the needs of our A & T children are met by providing provision for able children in day-to-day teaching and learning through enrichment and extension opportunities.

## IMPACT

### **Success Criteria**

Our Music curriculum will be successful because:

- It encourages all children to develop a love for Music and a passion to grow in their musical abilities.
- It ensures that prior knowledge is continually built upon, and the children are continuously growing in their knowledge and understanding.
- Children will develop confidence in playing musical instruments.
- Children will develop confidence in using their voices expressively and creatively.

### **Assessment and Record Keeping**

To ensure high standards within Music, regular assessments are made of the children's work to establish the level of attainment, to indicate next steps and inform future planning and learning experiences. Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings are made of children grappling with specific musical techniques such as learning a song, copying a rhythm, or improvising. There will also be recordings of polished live musical performances for the children to use as self-assessment. These recordings are uploaded on the school server in evidence files as evidence of progression and attainment. Older and more able pupils are encouraged to appraise these videos to make judgements about how they can improve their own work. The Progression document will enable teachers to assess whether children are working below, above or at the expected level at the end of each year. Teacher assessment will be shared on the school tracker and be used to see standards and progression for every child, including SEN, PPG and AGT. As Music Subject Leader, I will monitor and assess each Year group's progression, as well as progression through both Key Stages and progression of each cohort through their school journey.

At the end of each academic year the children's summative assessment will be recorded on the school's assessment tracker. Children will be tracked as either:

**Developing** (working towards the expected standard for their year group but not achieved in relation to the assessment criteria for Music)

**Secure** (working at the expected standard for their year group in relation to the assessment criteria for Music)

**Greater depth** (children are showing higher level skills in singing, listening, composing and musicianship/performing, reading and use notation, and be more proficient when playing the ukulele and glockenspiel.

### **Reporting to Parents**

Information on children's progress in Music will be communicated home at Parent's Evening and in a written report at the end of each academic year. Learning within the classroom will also be shared via the school Facebook page and School website.

**Date of policy:** September 2022

**Next review date:** September 2024