



# Music Policy

Policy Creation and Review	
Author(s)	Shakira Smith
Last Review Date	March 2023
Ratified by Governing Body	
Next Review Date	March 2025

## **Introduction**

### **Vision**

At New City, we aim to deliver a high-quality music curriculum which inspires and enriches pupils to fulfil their musical potential. This begins at their first exploration of sounds at a young age and develops through singing, playing, listening and composing. We want our children to develop a lifelong appreciation for a wide range of high-quality live and recorded music drawn from a range of different cultures. We believe all children deserve to be given the chance to explore and compose music from a rich variety of cultures.

### **Aims**

- To teach the skills needed in order for children to play a wide range of musical instruments and explore the way their voice can be used as an instrument.
- To promote children's ability to compose music for a purpose, drawing on their knowledge of the inter-related dimensions of music.
- To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions and appreciate the diversity of cultures around them.

### **Outcomes**

Children are able to express themselves through a variety of musical channels and are confident in their ability. When performing, children understand the importance of accuracy, fluency, control and expression. They are able to ask relevant questions and critically analyse the intentions of composers using key vocabulary.

## **Teaching and learning style**

Our music lessons at New City are engaging and inspire children to explore, learn and develop their musical skills, through participation in musical activities and experiences. This is supported by factual, informative teaching.

All children have access to regular opportunities to learn about and explore music through listening, appraising, composing and performing. We provide all pupils with a supportive atmosphere in order to build their confidence and develop their music skills.

The 5'cs at New City are; care, cooperation, courtesy, commitment and consideration. This is reflected in our weekly music lesson as we listen and appraise music from different cultures, traditions and backgrounds. Through listening, appraisal and singing the children learn about the structure and organisation of music. Singing is the premise of our music lessons and all lessons provide children with the opportunity to develop skills such as singing in tune and with others.

In EYFS and Year 1 the children use percussion instruments to develop their knowledge and skill of playing an instrument in solo and ensemble contexts. From year 2 to 6, each year group has a chosen instrument which will be learnt in their lessons to develop their musical skills. They will be able to transfer this skill set to a range of instruments as they continue to develop their musical abilities.

The progression of instrument learning is detailed below:

EYFS - classroom percussion

Year 1 - classroom percussion

Year 2 - classroom percussion leading to xylophones and glockenspiels

Year 3 - ukulele

Year 4 - recorder

Year 5 - brass

Year 6 - brass

### **Music curriculum planning**

Music is a foundation subject in the National Curriculum. Our school uses the national scheme of work for its curriculum planning in Music.

[EYFS Development Matters 2021](#) / [Model Music Curriculum KS1 and KS2](#)

We have adapted the national scheme to the local circumstances of the school. As required, we teach at EYFS, Key Stage 1 and 2. Our scheme of work focuses on listening and appraising, singing, composing and instrument playing, developing the children's knowledge and understanding of the interrelated dimensions of music as they progress through the school.

The curriculum planning in Music is carried out in three phases (long-term, medium-term and weekly). The music overview (long-term plan) maps out the music activities covered in each term during the key stage. The music subject leader works this out in conjunction with the school's music specialist teacher.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and

ensure an appropriate balance and distribution of work across each term. The subject leader keeps and regularly reviews these plans.

The teacher delivering the lesson completes a daily plan for each music lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. These individual plans are saved on the school's system. The school's music specialist teacher and subject leader often discuss them on an informal basis.

Musical activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### **Early years foundation stage (EYFS)**

We encourage the musical development of our children in the Nursery and Reception classes as an integral part of their work. We relate the child's development to the objectives set out in the 'Statutory Framework for Early Years Foundation Stage 2021', which underpin the curriculum planning for children aged three to five years of age. Specifically, music comes under 'Expressive Arts and Design: Being imaginative and expressive'. However, it can be observed through all the seven areas of learning and is integral to the overall development of children.

The primary focus in EYFS is on; singing and movement developing the student's listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills.

We encourage the children to develop confidence and control of the way they sing and handle different objects that can be blown or beaten. We give all children the opportunity to participate.

### **Key Stage One**

Adapting the Dfe model music curriculum to the circumstances of our school, the children will:

- 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 interrelated dimensions of music

### Key Stage Two

Adapting the Dfe model music curriculum to the circumstances of our school, the children will:

- 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 interrelated 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.

### **Special educational needs and disabilities (SEND)**

At our school we teach Music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Should I add info about teaching music in the hub ?

For our pupils with high level additional needs and are unable to access the national curriculum requirements for their year group; the school music specialist liaises with the SENCO teacher to plan adapted engaging activities to help aid the children's individual targets as part of a weekly music lesson.

### **Equality**

All aspects of Music are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies. Lessons are planned to cater for each pupil's individual needs.

### **Assessment and recording**

The music teacher alongside the class teacher assess children's work in music by making assessments as they work through the music learning components of the lesson. Assessment is based on the child's ability in understanding various ideas, techniques and the context to the interrelated dimension of music. The music components outlined in each lesson aid children to reach the composite goals by the end of term. Regular opportunities are also provided for pupils' Music and self-assessment enabling them to reflect on their own experiences and the experiences of others and respond to them in a thoughtful and constructive way.

To comprehend their attainment throughout the topic, video recordings are taken in accordance with the mid-term plan and saved. Additionally, the children complete a planned quiz at the end of a unit of work, and record their knowledge in their music passports. The music teacher then inputs this into a tracker for each child.

This information is used to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

### **Resources**

There is a range of resources available for music lessons. All of Key Stage 2 have an instrument to learn. Year 5 and 6 are all provided with a brass instrument which the school were able to purchase through a grant awarded by Restore the Music Foundation. There is a variety of classroom percussion available for early years and key stage 1 to use.

### **Health and Safety**

- The health and safety of our pupils is of great importance. Therefore, the following guidelines will be followed in order to ensure our children's safety:
- Instruments will be checked regularly to ensure that they are in good repair and of good quality.
- Children who are taught to play a wind instrument will have an individually labelled instrument and so there will be no need for sharing.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.
- 
- Wind instruments (e.g. recorders) will be sterilised before they are reissued to other pupils.

### **Contribution of the Subject to other Areas of the Curriculum**

Music can link to majority of other subjects e.g. Literacy, (recount/rhythm/poetry), Maths (counting) and Geography (world music). Computing for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual, data logging equipment and composing a piece of music using an app.

### **Live Musicians**

Throughout the year, the music lead will arrange opportunities for children to be exposed to live music as per the National Curriculum, this can be cross-curricular. For example, this may be done through visitors to the school such as; Errol's Garden by Golden Toad theatre group, which teaches the importance of recycling and caring for plants. Alternatively children can go on educational visits to watch performances. For example watching a panto at Christmas.

### **Extra-curricular activities**

We have a school choir which rehearses weekly after school. The children learn to sing a variety of songs from different genres and to sing in harmony. Children are given opportunities to perform both inside and outside school.

Children are also encouraged to showcase their musical talent and are given the opportunity to perform for their peers.

As well as this, children have the opportunity in Year 3 to investigate Gamelan, a traditional Indonesian instrument consisting of metallophones and dongs. This culminates in a traditional puppet show which children perform for the school and parents/carers.

At the end of year 6 to mark the end of their time at New City the children participate in an end of year musical. This not only focuses on their developed singing and performance skills but creates opportunities to develop their understanding of stage production and theatre performance.

### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the Music subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **Links to other policies:**

- Teaching and Learning

- *Assessment Guidance*