

Music Foundation Subject Policy

Intent

**"Where words fail, music speaks"
Hans Christian Anderson**

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 the best in the musical canon. (NC2014)

WE CAN provide teaching that develops knowledge and skills so children can learn and progress effectively

It is our intent that Music teaching is varied and encompasses a broad range of music styles and genres. Children will be exposed to music from a wide variety of time periods and cultures during their time at Grendon. This will enable children to gain a comprehensive knowledge and understanding of music, including genres they are less familiar with.

In the EYFS, children begin their musical education when music is introduced using singing as a vehicle for learning and through specific EAD units.

In KS1 and KS2 Music is taught as blocked learning 3 times per year. Selected units from the Kapow Music Scheme are taught. Unit selection has ensured that links to our wider curriculum can be maximised and that all required content from the National Curriculum is taught in a progressive manner. Vertical links ensure that skills and knowledge that have been learnt in previous year groups or units are built on. For example, children in Year 3 explore tuned percussion and have further opportunities to do this in Year 4.

Horizontal links link learning in the same year group to another subject. For example our Year 4 children learn about the Romans in History and we have chosen a music unit based on Roman mosaic.

Diagonal links link learning in a different year group and a different subject. For example, Year 5 do a music unit about Ancient Egypt which makes a diagonal link to the Year 3 History topic about Ancient Egypt.

It is our intent that in the Early Years children are encouraged to sing regularly. They explore world music, sound and rhythm under the Expressive Arts and Design area of learning.

In KS1, music units give children opportunity to develop knowledge and understanding of pulse, rhythm and pitch. They use a range of percussion instruments and use their voices expressively.

In early KS2, music units focus more on learning basic notation and give children the opportunity to use tuned percussion instruments.

As children move further into upper KS2, children will work on singing in 2-part harmony. For example, in Year 6, children will sing a 2-part harmony to White Cliffs of Dover in their World War Two Songs unit.

Musical learning is enhanced as part of the school's planned programme of chocolate chip experiences. In Year 2, children take part in an expert led African drumming workshop and in Year 5, visiting musicians from the CBSO visit the school to perform and lead a workshop with the children.

WE CAN offer enriching activities, events and experiences

Grendon offers a highly enriching music curriculum both as part of their statutory lessons and beyond. Singing assemblies take place weekly and singing is an important part of our calendar events. Children have additional opportunities to gain music experiences outside of the classroom including choir and peripatetic music lessons. Violin, clarinet and flute lessons are provided by Services for Education with children also having the opportunity to participate in an after-school ensemble. This will allow them to increase enthusiasm and gain passion for the subject.

WE CAN work together to remove barriers and ensure equality

It is our intent that all children will have opportunities to participate fully in Music learning. Teaching and learning will ensure that barriers to learning such as SEN and EAL will be removed. This will ensure all children have a high-quality Music education. Peripatetic lessons are heavily subsidised by school to ensure additional music lessons are affordable for all children.

WE CAN build independent and resilient learners who are able to communicate confidently

It is our intent that Music units will be structured towards a final outcome where children will apply what they have learnt independently.

When developing new skills, children will be supported to persevere, build resilience and maintain a growth mindset. Key music skills will be taught and these encourage children to be resilient and work hard at things they find tricky. Children will be taught to understand that while natural talent is useful in music, it alone is not enough and musicians become successful due to commitment, regular practice and rehearsal.

It is our intent that music lessons will present children with many opportunities to communicate their ideas through peer to peer discussion and to develop performing skills.

WE CAN listen to and treat each other and all members of the community with respect, tolerance and concern

It is our intent that children are exposed to a diverse range of music styles and genres. Children will be taught to be respectful and appreciative towards different types of music and through their musical study will develop an understanding of their own and others' cultures.

WE CAN recognise ability, maximise potential and prepare children well for their future and life in modern Britain

Music is an important part of modern British culture. The music we listen to and perform in lessons reflects the diversity of music in modern day Britain. Whilst children may not go onto musical careers in the future, music will likely feature heavily in their lives. Whether it is listening to it on the radio or going to a concert, the appreciation for music they gain at Grendon will be important in allowing them to experience the diversity of British music in full.

Our Music curriculum will support children in the next stage of their education.

An interest in music at Primary school may lead children into careers such as teaching, therapy or broadcasting as well as the more obvious musician or rock star!

Music Implementation

Roles and Responsibilities

- The Class teacher is responsible for delivering music learning as outlined in the curriculum
- The music subject leader is responsible for
 - ☀ Updating unit plans in response to annual evaluations
 - ☀ Delivering the aims of the Music Development Plan

- ☀ Ensuring adequate resources for teaching are available and well organised,
 - ☀ Offering support with music teaching and learning,
 - ☀ Maintaining an oversight of assessment outcomes,
 - ☀ Monitoring the quality of teaching and learning,
 - ☀ Keeping up to date with the latest best practice music teaching.
- The Curriculum Manager is responsible for supporting the music subject leader in their role.
 - The Academic Lead is responsible for ensuring progression and continuity across the school.
 - The Headteacher is responsible for overall academic provision and performance.

Subject Organisation

In the EYFS Music is addressed through the Expressive Art and Design and Understanding the World areas of learning and children have opportunities to access music in several of their topics. Our music planning fulfils the requirements of the National Curriculum for Year 1-6. Music teaching is blocked. 3 units are taught each year.

The units are outlined as unit plans in the Curriculum Document. We follow selected units from Kapow music scheme.

Music is included in the annual cycle of homework projects. This allows children to explore music at home with their families.

Planning Process

Unit Plans:

A unit plan showing content and progression is provided to staff in the Curriculum Document. As well as, the unit overviews and knowledge organiser from Kapow.

Medium Term Planning:

Teachers delivering the unit must map out how the required content will be taught in the time available. The Music subject leader is available to offer advice on medium term planning.

Before beginning teaching, class teachers must identify which resources will be required, check what is available and make a request to the music subject leader for any additional resources required.

Lesson Planning:

Teachers prepare and deliver the required content that also includes a daily review of previous learning.

When delivering the content of lessons, best practise should be applied. The focus for lessons should be on delivering the content set out on Kapow.

Some lessons may require teachers to create Smartboards to allow children to access the learning more effectively or to support teachers in delivery

Lesson plans should be adapted to the individual children's needs.

Teacher's should decide how they capture evidence of learning over the course of a unit.

Resources:

- Tuned percussion - glockenspiels, hand bells, recorders.
- Un-tuned percussion - whole class music sets, range of tambourines, drums, shakers etc....
- Music notation whiteboards

Resources need to be updated and replaced when needed. Please let the subject leader know if any resources are missing or broken. Requests for new resources should be made to the music Subject Leader.

Equality and Inclusion:

Music teaching must be accessible to all children and challenge them appropriately. Where children need additional support planning should indicate the scaffolding or adult support which will be offered.

Teaching and Learning

A Music unit at Grendon should refer to key music skills from the National Curriculum:

- **Listening:** Children should be exposed to a range of genres of music. They should talk about the music they hear using musical vocabulary and sharing their opinions.
- **Singing:** Children will have opportunities to sing a range of different songs learning to use their voices expressively and with a good sense of pitch and rhythm.
- **Rehearsing:** Children will have opportunities to develop rehearsal skills and build an understanding that rehearsing practise are key to the development of key musical skills.
- **Composing:** Children will have the opportunities to create their own music using a range of instruments.
- **Performing:** Children will have opportunities to perform compositions and pieces they have practised. They will evaluate their performances and work to increase their confidence.

A good lesson will follow the principles of our 5-a-day approach. Daily review, modelling, scaffolded learning, flexible grouping and the judicious use of technology should be common features of lessons. Opportunities for cross curricular maths, writing or reading in Music should be embedded in learning regularly. Where appropriate the use of technology can be included - especially for evidence and learning review.

Recording:

Recording evidence of music requires a range of approaches. Recording for music should take place in 2 places:

☀ **Scrapbooks**

Scrapbooks should be used to record children's work (writing, drawings, post-it ideas, examples of musical notation). It should reflect the children's knowledge and understanding and the correct use of vocabulary. Each page should be dated and include a lesson title. Not all lessons have to be recorded in the scrapbook but when it is used, 1 page per lesson is appropriate.

☀ **Digital evidence**

Any photographic evidence should be saved on the network in Music Subject folder and appropriate year group/unit folder. There is no need to print photos for the scrapbook. Each unit should be evidenced with an audio/video recording of the final piece. Audio recordings throughout the unit are also appropriate. Class Ipads can be used to record evidence.

Impact

By the end of their time at Grendon Primary School, children will have been exposed to a wide range of Music topics and genres. Children will have been able to experience and appreciate many different music styles. They will have developed key music skills - Listening, Singing, Rehearsing, Composing and Performing. Children will have a grasp of how Music can have an impact on different aspects of their lives, particularly mental health. They will be able to use music as a tool to express themselves and their feelings.

Assessment

Formative assessment is ongoing throughout a unit and enable teachers to adjust teaching and learning appropriately. Summative assessments are made at the end of each unit. Class teachers refer to the assessment criteria referenced on unit plans and make a judgement on which children are meeting the expected standard, below the expected standard or exceeding the expected standard.

The Music lead will analyse the data and identify any trends, strengths or weaknesses and any area where additional support is needed. Plans are then put into place to address these.