



Music Policy

Middlewatch, Swavesey, CB24 4RN

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Intent

Intent vision statement

At Swavesey Primary School we aim to provide a broad, balanced and challenging curriculum which delivers varied and exciting learning opportunities. This enables us to motivate all pupils to 'leap into their learning' and make progress not only academically but to also grow a thirst for knowledge, instill a love of learning and become proficient independent learners throughout life.

Swavesey Primary School understands that music can inspire and motivate children, and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music. It is a cross-curricular subject and is therefore a valuable way that children can develop and use their skills learnt in all areas of the curriculum in order to develop a true mastery approach to learning. Our music curriculum is built on the fundamental principle that all learning should encourage creativity, individualism and team work through teaching which is inspiring, inclusive and active.

With this intent in mind, the school's aims are to:

- 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 use their voices
- Create and compose music on their own and alongside their peers
- Have opportunities to learn a musical instrument, use technology properly and to progress to the next level of music 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.

The school believes that music:

- Gives pupils access to a rich source of materials
- Can be presented in new ways which help pupils understand, access and use the information more readily
- Can use technology to aid and record learning
- Can motivate and enthuse pupils
- Offers potential for effective group working
- Has the flexibility to meet the individual needs and abilities of each pupil
- Has the capacity to teach and develop knowledge, skills, thinking and confidence which students can apply to future learning.

Implementation

The school's overview Long Term Plan (LTP) and detailed LTP (see separate excel document) tracks the knowledge and skills taught across each year group including early years. This document ensures coverage of all of the skills in the music assessment criteria. Where changes are required or desired in individual phases, teachers work alongside the subject leader to ensure that coverage of the key knowledge and skills is maintained.

Overview of content (including EY)

In KS1, pupils will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments.
- 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.

In KS2, the focus for music will be to teach pupils to sing and play musically with increasing confidence and control. They will be able to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They will 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 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.

Class teachers, with support from the subject leader, are responsible for planning and delivering effective lessons, in line with the national curriculum and the aims outlined in this policy. Our school has a Music lead, who is responsible for ensuring the implementation of this policy across the school.

Enrichment and opportunities to appreciate music within the wider Swavesey Community

Further opportunities for enrichment are provided through the school choir (performing in and out of school), private tuition to play musical instruments, visiting musicians, live music assemblies, carol concerts, village music events, concerts involving children learning an instrument and opportunities for children to play their instruments as the school comes together for assembly.

Impact

Assessment is an integral part of our teaching and learning cycle. Formative and summative assessment is used to track pupils' progress and direct our teaching.

Formative assessments - teachers regularly assess children's music capabilities through observations and self-assessment. Key objectives are taken from the national curriculum to assess music skills. Teachers assess the children's work by making informal judgements as they observe during lessons.

Assessment will be undertaken in various forms, including

- Talking to –pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work.

Summative assessments are completed at the end of a unit of learning. Teachers are required to make a Below/Towards/At/Greater Depth judgement against each assessment criteria. At the end of the year a judgement is made based on all work covered and this is passed on to the following year's teacher and shared with parents. See Appendix for cohort assessment grids.

Regular assessments are carried out against the EYFS framework, including, Expressive Arts and Design. Baseline Assessment is carried out which assesses children's language, communication and literacy; and mathematics. In the summer term teachers make a judgement against all the Early Learning Goals (ELG) which determines whether a child has met the Good Level of Development (GLD). Summative assessments made at the end of every half term to monitor children's progress throughout the year.

Subject leaders are expected to:

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of music
- Maintain resources and advise staff on their use
- In conversation with the school business manager and Head teacher, manage their curriculum budget
- Lead staff training on new initiatives
- Attend appropriate in-service training and keep staff up to date with relevant information and developments.
- Help staff to use assessment to inform future planning
- Track teacher assessment and discuss how judgements were made.

The subject leader completes moderations, links and pupil voice to monitor and evaluate the procedures in place are positively impacting outcomes for all children.

This policy should be read alongside:

SEND policy

Equality and Diversity Policy

Early Years Policy

E safety policy

Marking and Feedback policy

Health and Safety policy

APPENDIX

Charanga Scheme of work

Long Term Plan with music links to topic

Progression of skills assessment grids