



**MELLERS PRIMARY SCHOOL
MUSIC POLICY
MAY 2022**

National Curriculum

“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.”

Vision for Music

Music is a unique way of communicating and has the power to inspire and motivate. We at Mellers believe that every child should have the opportunity to experience high quality music provision, including every child learning to play a brass instrument. We understand the link between music and aspiration and hope that our pupils will access music for social, emotional and personal enjoyment or even take a future career as a conductor! We want children to be able to express themselves using music in a variety of different ways; it also helps us with counting and rhythm and has positive impact on mental health. The teaching of music at Mellers will develop the individual and provide opportunities to impact upon the on the wider community.

INTENT

Aims and objectives

At Mellers we want to give children an education of the highest standards; we aim for excellence in all our school activities and encourage all children, whatever their ability, to achieve the best they possibly can. Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms and to learn from highly skilled teachers.

Objectives

Key stage 1

- 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 inter-related dimensions of music.

Key stage 2

- 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 inter-related 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.

Music curriculum planning

Music is a foundation subject in the National Curriculum. We are using the 2014 National Curriculum framework to adapt and develop our current planning (see below). We are supported by Nottingham Music Hub staff who support and deliver in line with the 'Progression Framework Document' for In Harmony sessions.

All children in Years 4, 5 and 6 have the opportunity to learn either the trumpet or trombone and have a 1-hour lessons in their year group each week. They also participate in a whole school orchestra session once a week for 1 hour. Year 3 pupils also have an In Harmony session but do not learn an instrument; they are taught the fundamentals of music through singing and drumming.

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan (see below) maps the topics studied in each term during each key stage; this has been developed to ensure that skills and knowledge are built upon each year offering opportunities to deepen understanding and make connections. Medium term plans for each subject area are created by teaching staff with an emphasis on the knowledge and skills that will be taught and how they will be taught. Music is taught discretely but staff make meaningful links across subjects where appropriate. Prior knowledge is linked to new learning to deepen children's understanding and to ensure new concepts and skills are retained. Knowledge organisers are used to share planning with the pupils.

The In Harmony teachers and specialist music teacher create the short-term lesson plans for each session. These plans list the specific learning objectives and resources for each lesson. These are for the year group teachers' use but may be shared with colleagues, as necessary.

IMPLEMENTATION

Pedagogy

Music teaching focuses on our ability to be guided by rhythm to perform musically with both singing and musical instruments, read musical notation and listening and appraising music. The fundamentals of music are guided by early sound making all the way up to performing using instrumentation. There is an emphasis on collaboration and appraisal

together as most musical experiences take part in group settings. However, there is an understanding of the taught skills as solo performers in supporting collective ensemble.

In planning and delivering geography lessons, we use 'Rosenshine's Principles of Learning' to ensure that the teaching is based on cognitive science and research. The principles are:

- 🏆 Begin a lesson with a short review of previous learning
- 🏆 Present new material in small steps with student practice after each step
- 🏆 Ask a large number of questions and check the responses of all students
- 🏆 Provide models
- 🏆 Guide student practice
- 🏆 Check for student understanding
- 🏆 Obtain a high success rate
- 🏆 Provide scaffolds for difficult tasks
- 🏆 Require and monitor independent practice
- 🏆 Engage students in weekly and monthly review.

Early Years Foundation Stage

Music teaching plays a big part in the EYFS curriculum in the Expressive Arts and Design. Children also develop physically with music through muscle movements and mark making. Eventually their combined movements through dance to music will help them to move with ease and fluency. As they listen to increasing sounds and pay attention to them, children begin to understand pitch and melodic shape through singing and listening to music. Singing sessions take place on a daily basis with a focused session at least once a week that is dedicated to increasing repertoire. Opportunities for music are organised frequently and for exploring different sounds are all part of the high-quality provision in our foundation stages.

The contribution of computing to teaching in other curriculum areas

Music is used to enhance teaching and learning across all curriculum areas, challenging the most able while supporting those with learning difficulties. Opportunities for embedding computing to support learning and teaching across the curriculum are identified in the school's planning format.

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We provide a range of books with links to our geography topics for pupils to read. Children develop oracy skills through dialogic discussion, debate and speech making. They develop their writing ability by presenting their learning in a range of written tasks.

Mathematics

Music contributes to the teaching of mathematics in a number of ways. Counting skills and keeping rhythm are fundamental to the process behind counting and mathematical skills. It is also important in understanding patterns of notation in scales.

Personal, social and health education (PSHE) and citizenships

Music is essential in the growth of individuals in personal, social and health education. Music teaches us of different cultures in a unique way and allows new horizons to be explored. It teaches pupils and individuals to be creative and connect with others. As we grow up, we gain a deeper understanding and appreciation for the people around us the communities they serve through the connections made through music.

Science

Music and science have close links together. In science, we learn how instruments are made through vibrations of different materials in Year 4. The teaching of sustainability looks at how we can recycle materials to create our own musical instruments and children can make meaningful links between this and their own learning of music.

Special educational needs (SEN)

At our school we teach history 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 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.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children identified with special educational needs and needing additional support will be provided with an Individual Provision Map (IPM). The IPM may include, as appropriate, specific targets relating to history. We enable pupils to have access to the full range of activities.

Resources

We use musical instruments provided to us by the Nottingham Music Hub. Every child in Year 4 to Year 6 has their own brass instrument to play. We also have access to a variety of instruments for our children from EYFS all the way to Year 6 that include claves, djembes and a wide variety of percussion instruments.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader has specifically allocated time in which to fulfil this role by

reviewing samples of children's work and visiting classes to observe teaching in the subject. They also monitor planning and ensure that the intent for computing is being effectively implemented.

A named member of the school's governing body is briefed to oversee the teaching of computing. This governor meets with the subject leader to review progress termly and receives a written report. Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

IMPACT

Assessment and recording

We expect most children to achieve age related standards or better in music within each year group. We also look for pupils that show a greater depth of understanding. We assess children's work in music by making informal judgements as we observe them during each computing lesson. The pupils save their work into individual folders and this work is checked by the teacher with feedback given when appropriate.

Children's progress and attainment per unit of study is tracked through the assessment framework on SIMS on an annual basis. The music subject leader reports on:

- 🏆 recent development work
- 🏆 performance analysis
- 🏆 pupil outcomes in relation to development priorities, their impact on teaching and learning, and future developments.

Governors monitor the effectiveness of the school twice a year through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.

Signed:

Date: