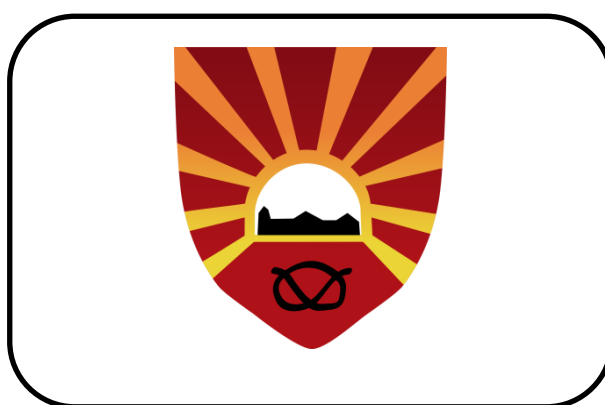


Goldenhill Primary Academy



Music Policy: June 2023

“Everyone Shines At Goldenhill”.

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

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Statement of intent

Goldenhill Primary Academy 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.

The school delivers a broad and balanced music curriculum, in line with national requirements, which enables pupils 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 the opportunities to learn a musical instrument, use music technology, and progress to the next level of musical 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.

Vision:

'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.

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2013) 'Music programmes of study: key stages 1 and 2'
- DfE (2013) 'The national curriculum in England'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'
- (2021) Early years foundation stage profile handbook

This policy operates in conjunction with the following school policies:

- Homework Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Accessibility Policy
- Accessibility Plan
- Primary Assessment Policy
- Extended Services Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leader and teachers with regards to pupil progress and attainment.
- Ensuring the music curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Communicating the agreed music curriculum to the governing board on an annual basis.
- Ensuring the music curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the music curriculum, ensuring their workload is manageable.
- Ensuring the music curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.

- Ensuring the music curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

Teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

3. EYFS

All pupils in the EYFS are taught music as an integral part of the topic work covered during the academic year. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

The music curriculum in the EYFS is delivered with particular reference to being imaginative and expressive, which enables children to:

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

4. National curriculum

All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum.

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 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.

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.

In KS2, pupils 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 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.

5. Cross-curricular links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils develop their reading and writing skills through learning to read and interpret written music.
- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.

- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- Pupils develop their research skills through discovering the history of music and famous composers.

Mathematics

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

ICT

- Pupils learn to use technology to compose music, and enhance their research skills through the internet.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.

Spiritual, moral, social and cultural development (SMSC)

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

6. Teaching and learning

At Goldenhill Primary Academy, we follow the Kapow Primary Music scheme to support the delivery of music lessons. The intention of the scheme is first and foremost to help children develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and un-tuned instruments and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-work, leadership, creative thinking, problem solving, decision making and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

The music scheme at Goldenhill enables pupils to meet the end of Key Stage attainment targets outlined in the National Curriculum

Kapow Primary's Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences.

- Performing
- Listening
- Composing
- The history of music
- The inter – relates dimensions of music

Four units of music are taught in Reception, KS1 and KS2 throughout the year. Each five - lesson unit combines these strands within a cross-curricular topic designed to captures pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and un-tuned instruments accurately and with control They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

The Kapow music scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better as well as developing understanding and knowledge of the history of music, staff and other musical notations.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks to paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements as well as making cross curricular links with other areas of learning

Lessons are adapted to ensure that every lesson can be accessed by all pupils and opportunities to stretch pupils' learning are available. Each unit is accompanied with a knowledge organiser to support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. Further CPD opportunities are available via webinars.

Music is taught over four fully 'Music' days over the course of an academic year. Each day consist of 5 music lessons.

7. Planning

Planning of the music curriculum is tailored towards three areas of progress:

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in pupils' music-making

The school creates long-term, medium-term and short-term plans for delivery of the music curriculum – these are as follows:

- Long-term: the music topics studied in across the academic year
- Medium-term: the details of work studied each term
- Short-term: the details of work studied during each lesson

The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

All relevant staff members are briefed on the school's planning procedures as part of their staff training.

In the school, music is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

8. Assessment and reporting

The impact of the music scheme is constantly monitored through both formative and summative assessment opportunities.

Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

Pupils in the Early Years will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupils' strengths and identify areas where progress is less than expected. Pupils' progress and development will be assessed against the framework's early learning goals.

Formative assessment, which is carried out informally throughout the year, will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum – the score will be noted in the pupils' workbooks.

Parents will be provided with a written report about their child's progress during the Summer term every year, including their attainment and progress in music.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO.

After the implementation of Kapow Primary Music, pupils will leave primary school equipped with a range of skills to enable them to success in their secondary education and to be able to enjoy and appreciate music throughout their lives.

The expected impact of music teaching at Goldenhill is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support [performing and composing activities
- Demonstrate and articulate an enthusiasm for music and be able to identify their own musical preferences
- Meet the end of key stage expectations outlined in the national curriculum for music.

9. Musical opportunities

At Goldenhill, we encourage children to further develop their love of music through an extensive range of extra-curricular opportunities.

Rocksteady Music School: Children from Reception – Year 6 have the opportunity to sign up to Rock Steady music school who are a band-based peripatetic music service that deliver weekly music lessons, in school, on guitar, piano, drums and voice. The bands perform a termly concert, where family and friends are invited.

Choir: Children from Y1 – Y3 can sign up to 'Songbirds, a choir run after school by the City Music Service. Songbirds perform twice a year (Summer & Christmas) at venues around the City, such as the Victoria Hall/Mitchell Memorial Theatre).

Children from Y4 – Y6 can sign up to the 'Young Voices' choir, run by the music lead at Goldenhill. The Young Voices Choir perform annually at the Young Voices Concert at Manchester Arena.

City Music Service Clubs: Children who play a musical instrument or wish to join a choir outside of school are invited to join the following clubs run after school at the Bridge Centre, free of charge.

- City Youth Choir
- Training Brass Band
- Fun 4 Strings
- Blast off! (Wind Band)
- Roots (Folk Band)
- Rock and Pop
- Music Theory Lessons All pupils will be encouraged to participate in additional musical opportunities to enhance their learning and development.

10. Equipment

The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the school business manager in order to purchase further resources.

Musical resources will be stored in the music cupboard, including books and instruments and classrooms containing musical resources are locked whenever not in use.

Musical equipment and resources will be easily accessible to pupils during lessons.

The subject leader will undertake an audit of musical equipment and resources on an annual basis.

11. Equal opportunities

All pupils will have equal access to the music curriculum.

Protected characteristics and other factors will not impede pupils from accessing music lessons.

Where it is inappropriate for a pupil to participate in a lesson for reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide higher attaining pupils with the opportunity to extend their musical thinking through extension activities, such as listening to and interpreting extended pieces of music, and research of a musical nature.

12. Monitoring and review

This policy is reviewed **biannually** by the headteacher and the subject leader. The next scheduled review date for this policy is **Summer 2025**.

Any changes to this policy will be communicated to all relevant staff members.