



Music Subject Policy

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1. Vision and values – inspiring hearts and minds

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making. We seek for all people in our school community to:

- Feel grounded and rooted in love
- To grow in breadth and depth of understanding
- To be filled with the fullness of life

Our school has adopted seven values and seven attributes which form the basis of the work we do, particularly in relation to our curriculum. It is these values and attributes that all of our subjects focus on instilling in our pupils.

Values: courage, compassion, thankfulness, forgiveness, wisdom, justice, truthfulness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity

2. Subject statement and aims

Music at Abberley Primary School is focused on developing a universal language for all. Through engaging in activities, all pupils have the opportunity to be creative and develop a love of music, fulfilling their curiosity of the world around them, both past and present.

Aims – All pupils will be given opportunities 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 to use their voices, to create and compose music on their own and with others
have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
understand and explore how music is created, produced and communicated, including through the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

3. Approach to teaching and learning

At every possible opportunity we seek for the pupils to learn through curiosity and developing creativity. Activities have a practical emphasis, with all pupils given the opportunity to explore creating and combining sounds, culminating in a performance of what they have achieved. All pupils will be immersed in music from around the world, as well as looking at the works of composers, both past and present. When appraising music, the pupils can explain their responses verbally or respond pictorially. All performances can be digitally recorded as an audio or video file (stored on site digitally, following GDPR requirements) and instant feedback given by peers and the Teacher.

4. Timetable allocation

Year 1	Music will be explored and created for an hour each week, in a half termly allocation throughout the year, totaling three half terms. Across all of the year groups, appraisal of music can be interwoven during Collective Worship, Religious Education and other aspects of learning as it arises.
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

5. Curriculum overview and progression

Progression in music takes place in several areas. Our progression in knowledge focuses on the development of vocabulary and style indicators. We follow the Charanga music scheme and outlines of the skills and knowledge progresses can be found in the music section of the curriculum on the school's website.

6. Assessment/inclusion and challenge

It is essential that the teaching of music is based on the needs of each individual in terms of their development. Music can be accessible for all pupils with support and a clear understanding of how each pupil is developing. Pupils should be catered for to ensure that the learning opportunities are accessible to them and more able pupils should be challenged to think increasingly deeper and apply a greater depth of evaluation using the inter-related dimensions of music.

We do not carry out summative assessments in music, but each lesson teachers will indicate the depth to which a child has demonstrated their understanding in that subject. During learning walks and year group assessment reviews, a key focus will be on whether pupils are being given the appropriate opportunity and demonstrated age related understanding and progression.

Lessons may focus on the degree to which key vocabulary can be used and understood. Pupil's achievements and progress should be commented on during each lesson, with observations and progress being noted in the year group assessment.

7. Cross curricular and IT links

IT can supplement learning in music and the use of IT includes some or all of the following:

- Recording music
- Listening to music
- Creating electronic sounds
- Composing and representing musical annotation
- Research information

8. Roles and expectations of staff

- SLT
To ensure that the curriculum is followed and that teachers are suitably trained and equipped to teach the skills and knowledge safely. To allow time for teachers and the subject coordinator to fulfill their role.
- Subject coordinator
To put in place a curriculum and monitor and evaluate it, ensuring pupils are given opportunities to meet the age related expectations and to provide support and feedback to staff relating to the quality of teaching and learning in line with the school monitoring schedule.
- Class teachers
To plan and teach the music curriculum effectively, preparing practical experiences through which children are creative and develop a musical vocabulary and range of age related skills. To monitor the pupils learning,

adapting the curriculum where necessary to meet individual pupil's needs and provide feedback and ensure pupils meet age related expectations where possible. To report regularly to parents and the subject coordinator on individual progress.

- Teaching Assistants

To support the development of skills and knowledge as directed by the class teachers. To help prepare resources and set up materials for lessons as required.

9. Staff development and expertise

All staff who teach music are qualified teachers. Skills audits will form part of the annual subject development planning.

10. Monitoring of standards

Termly staff meetings will focus on the development of standards across the music curriculum and ascertain the professional development requirements.

Year Group assessment will be reviewed twice yearly to monitor the opportunities and development of pupils across all abilities and ensure that there is clear curriculum progression in terms of skills and contextual understanding and knowledge.

Learning walks and lesson observations will take place to monitor the standard of teaching in line with the school monitoring schedule, with feedback given to staff to subject ongoing progression.

11. Subject Development

Annual subject development will be conducted by the subject coordinator at which point this policy will also be reviewed.

Resources will be audited in June of each year to ensure that there are adequate resources to teach the curriculum the following year. Throughout the year the development planning will be reviewed to monitor progress against key targets and help inform planning for the following year.