



## **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. Intent

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.

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.

All pupils have the opportunity to receive instrumental tuition provided by Severn Arts. Tuition is currently delivered in school for the violin, keyboard and guitar. Throughout their time in Primary School, all pupils have the opportunity to participate in and experience Harvest Festival, The Nativity/Christmas Carol Service and Easter Service. Pupils in Early Years are invited to participate annually in a music morning, joining together with pupils from cluster schools. Key Stage 2 perform as part of a mass choir at The Young Voices, Birmingham and prepare and perform in the end of year school production. Pupils have the opportunity to attend Choir, held after school.

### 3. Implementation (including time allocation)

At every possible opportunity we seek for the pupils to learn through curiosity and developing creativity. Every pupil has the opportunity of a minimum of an hour per week of high-quality Music in a half-termly allocation. All pupils will experience and be immersed in the different musical genres outlined on the curriculum map for Music. 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.

EYFS		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 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		

The content of our Music curriculum is based on the requirements of the Early Years Foundation Stage and the National Curriculum.

### **Early Years Foundation Stage**

- Listen attentively, move to and talk about music, expressing their feelings and emotions.
- Sing in a group, or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

NB. New framework 4/9/23

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

### **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 and 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.

#### 4. Impact (including monitoring of standards)

The impact of the Music curriculum in school will be evaluated annually with both pupils and staff through discussion and questionnaires.

Pupils' progress in Music is monitored through Teacher assessments against our curriculum content and skills progression. This is recorded at the end of each unit on the Get Set 4 Music assessment tool.

Learning walks and lesson observations will take place to monitor the standard of teaching in line with the school monitoring schedule.

Regular monitoring by the Subject Coordinator, Head Teacher and Governor responsible for Music along with our annual subject development planning and implementation ensure that our curriculum and teaching and learning are effective and constantly developing and improving in line with best practice.

#### 5. Curriculum content overview

The planning overview and skills progression can be found on the school website through the following link:

<https://www.abberley.worcs.sch.uk>

#### 6. Subject skills progression

Each half-termly unit details the key skills to be developed and the assessment criteria for children working at the expected standard in the Key Stage. Evidence of progression should be observed in each lesson. Pupils should be given support and the opportunity to develop the skills and knowledge as appropriate. The skills progression can be found on the school website through the following link:

<https://www.abberley.worcs.sch.uk>

#### 7. 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. Lessons may focus on the degree to which key vocabulary can be used and understood. Ongoing feedback is given each lesson, both to individuals and groups/whole class, including praise for achievements and suggestions for further progression and development of skills. Upon completion of each unit, each pupil's achievements are recorded using the assessment criteria shared and the Get Set 4 Music assessment tool.

#### 8. Cross curricular and IT links

Music is a subject where pupils are encouraged to be curious about the music they listen to and creative in combining sounds to create their own compositions. Perseverance and collaboration are key when preparing for performance. Cross curricular links can be made across all areas of the curriculum, e.g. looking at rhythmic stanzas in poems, how we hear sound. Music can also be used to compliment Mindfulness activities.

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

#### 9. Health and Safety

Teachers are responsible for ensuring the safety of the pupils during the lesson by instructing them in the safe and appropriate use of any equipment. Guidelines are set out for pupils which include:

- Instruments are put away carefully after each lesson.
- Pupils are taught not to step over instruments and to handle all instruments with care and respect including when transporting them.
- Extra care is taken with electrical equipment and attention drawn to the potential dangers posed by electric sockets, plugs and cables.
- Appropriate steps are taken to ensure hygienic use of instruments that are blown.

In addition, all lessons are planned following a clear progression of developing skills through the Get Set 4 Music programme and take into account the age, abilities and special needs of the class. Teaching and Support Staff should ensure and expect high standards of behaviour, in line with the School's Behaviour Policy, performance and participation in all lessons.

#### 10. 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 oversee timetable allocation and oversee funding for resources. 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. To oversee the storage of instruments in the curriculum resources area.

- 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 ensure that instruments and other equipment used are returned safely. 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.

## 11. Staff development and expertise

Music in Key Stage 1 and 2 is delivered by Mrs K Mitchell who has a Music degree. Music in Early Years Foundation Stage is delivered by Mrs Lightfoot and Mrs Lench. All teachers of Music have experience of planning and teaching this subject. Support will be given as appropriate, alongside CPD opportunities offered by Severn Arts.

## 12. Subject development

Annual subject development will be conducted by the subject coordinator. 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 with evidence gathered through our monitoring schedule and pupil voice to monitor progress against key targets and help inform planning for the following year.