



**Music Policy**

May 2024

**Document control and record of amendments**

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## 1. Curriculum Intent

This subject policy is designed to support the overall curriculum intent of Elmbridge Primary School. This is summarised as:

- Our pupils will be confident to embrace the next stage of their learning
- Pupils will have enquiring minds, be independent and resilient
- Pupils will value the importance of reading and be able to communicate ideas effectively
- Staff and pupils will know how to look after their physical and mental health
- Staff and pupils will show respect, tolerance and compassion for each other
- The Elmbridge curriculum will evolve to reflect the knowledge and skills needed for life in the 21<sup>st</sup> Century

### **Music Curriculum Intent**

**Life is better with music.**

At Elmbridge Primary School, our music curriculum intends to inspire creativity, self-expression and encourage our children on their musical journeys. We hope to foster a lifelong love of music by exposing them to diverse musical experiences. By listening and responding to different musical styles, finding their voice as singers and performers and as composers, all will enable them to become confident, reflective musicians.

## 2. Implementation

Pupils will learn about the 3 strands in Music through the Kapow scheme; they will revisit these areas during every year at Elmbridge Primary, with each unit of work building upon previous learning.

The strands are:

- Listening, Appraising and Responding
- Composing
- Performing

The progression of objectives document outlines how the curriculum is progressive from Reception to Year 6.

### Early Years

Music is taught in reception as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Years curriculum, which underpin the planning for children aged three to five. Music makes a significant contribution to the Expressive Arts and Design ELG objective through activities such as moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.

### Key Stage 1

During Key Stage 1, pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes, playing tuned and untuned instruments musically, listening with concentration and understanding to a range of high-quality live and recorded music and experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Key Stage 2

During Key Stage 2, pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils will be taught to: play and perform in solo and ensemble contexts, use their voices and play musical instruments with increasing accuracy, fluency, control and expression. They will 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 and develop an understanding of the history of music.

Music lessons are timetabled for 45 minutes in Key Stage 1 and 1 hour in Key Stage 2.

### 3. Methodology

#### **Planning**

Each Subject curriculum has been planned to ensure there is progression from early years to Year 6 and so that lessons follow a deliberate sequence; this will enable pupils to build on previous learning, revisit areas of the subject in order to deepen their learning and allow for subject knowledge and skills to be built on as the pupil makes the transition between year groups. Overall curriculum objective planning is used to create medium term plans in each year group. Lessons are taught from medium term plans, but with the flexibility to respond to pupils' needs, as well as the contributions they bring to the classroom.

#### **Teaching** (see teaching and learning policy)

Music lessons begin with an 'attention grabber' which may be teaching the children a song or game, looking at lyrics or sharing and collating ideas. The lesson then moves onto the 'main event' which will include an element of Performing, Listening, Composing or the Inter-Related Dimensions of Music. Lessons conclude with a 'wrapping up' time, which will encourage the children to answer using musical vocabulary taught during the lesson. The children will also explore the history of music through a weekly composer of the week focus.

#### **Recording**

Pupils will have a variety of opportunities to demonstrate their learning. This may include:

- Dialogue between pupil and teacher/teaching assistant
- Photographs, and video recordings
- Drawings and diagrams

#### **Supporting Reading at Elmbridge Primary School**

At Elmbridge Primary School, Reading is everything. Music will support reading by:

- Use of school and other library books
- Internet research
- Reading about different musicians through the Kapow Scheme and Composer of the Week including their biographies and the background to compositions

### **Enrichment and Cultural Capital**

- Peripatetic music lessons; piano, guitar, drums, violin, woodwind
- Whole class violins in Year 3
- Young Voices Choir
- Showtime
- Key Stage 1 music clubs
- Visitors
- Spring Concert
- Singing at local care homes and churches.
- Christmas nativities and pantomimes
- Year group carol singing
- End of Key Stage performances
- Performances while children enter and exit assembly

## 4. Impact

### **Formative and Summative assessment**

The school uses the principles of on-going formative assessment, which helps them understand what a pupil has learned and will help dictate the next steps. Teachers may use lesson tasks, quizzes and short tests to help determine pupil attainment. Pupil attainment against the curriculum strands will be recorded to help identify any gaps in learning.

### **Monitoring**

Subject leaders are responsible for monitoring the standards in their subject. They should aim to formally monitor their subject 3 times per year and complete a monitoring report form, which is then shared with the SLT. The Monitoring should link to the subject action plan and may, in turn, lead to new action points being set. The Curriculum Governor should be invited to support the monitoring at least once per year (see T&L policy).

### **Moderation**

Part of the role of the subject leader is to organise moderation across the different classes and year groups (this could be as part of a staff meeting or during PPA time). They may decide to keep a portfolio of exemplars in order to help staff understand the standards in each particular year group. The subject leader should also aim to make links with other schools, so standards can be judged against those in other settings.

## **5. Continuing Professional Development**

The subject leader should aim to keep up to date with their own subject knowledge and skills, as part of their on-going appraisal. They should, in turn, ensure that teachers have the relevant knowledge and skills they need to deliver high quality geography lessons. They may decide to:

- Audit staff knowledge in order to identify gaps
- Deliver training during staff meeting, Twilight or INSET
- Invite external experts to deliver training

## 6. Equal opportunities

All children have an entitlement to access the Music curriculum and all children will have access to the resources within the school. All children will be given the opportunity to participate in all activities regardless of gender, race or ability. This will be supported by:

- Providing differentiated work when needed
- Using TA/Teacher support and/or interventions for pupils who need to catch up
- Referring to MY PLANS or EHCP targets for SEND pupils
- Supporting families so all pupils are able to take part in trips and visits
- Supporting EAL pupils with resources available in school
- Monitoring the progress and attainment of disadvantaged pupils

## 7. Spiritual, Moral, Social and Cultural Development

As a school, we **work together** to enable our pupils to be:

**Ready, Respectful, Safe**

Elmbridge Primary School supports SMSC in all subject areas.

### **Spiritual development**

Through helping pupils develop an enjoyment of the subject, they learn and develop a natural fascination and curiosity. Through 'Composer of the Week' children are exposed to certain pieces of traditional religious music e.g. Handel Messiah and music expressing people's beliefs.

Children also get to listen to a wide variety of music from different countries and cultures as well as learning about the background to the pieces of music.

Through productions, concerts and other performances, children get to experience music from both sides of the stage and develop their spiritual connection to it. This also allows them to reflect and evaluate the feelings that they have towards performing the music and listening to it. This helps children learn to express how the music makes them feel.

### **Moral development**

The teaching of music develops pupils' ability to listen, enjoy and appreciate a wide variety of music and to make judgements about musical quality. This helps children to practise listening to others' viewpoints even when in contrast to their own.

### **Social development**

Music is a powerful unique form of communication that can change the way pupils feel, think and act. It encourages active involvement in different forms of amateur music-making, both individual and communal, thereby developing a sense of group identity and togetherness. It also develops pupils' understanding of being respectful both in the listening of others performing and in the teamwork of working with others to make music.

### **Cultural development**

Music reflects the culture and society we live in and the learning of music enables children to understand better the world they live in. Listening to and performing a wide variety of music from other cultures also helps children understand and experience ideas and values that are different to their own lived experiences.

## **8. Links to other Policies**

- Teaching and Learning
- SEND
- Staff Development
- Assessment & Feedback
- SMSC Development
- Off-Site Visits
- Pupil Premium

## 10. Links to other subjects

### Links to other subjects

Connections to other subject areas may be made when teaching music, if they help a pupil develop their knowledge and understanding of music. These may include:

- Exploring times in history; Romans, Vikings, Egyptians, World War 2.
- Exploring different faiths and religions.
- Responding to music through art
- English links; traditional stories
- Science links; animals, space
- Geography links; rainforests, mountains, rivers.