

Music Policy

DUKE OF NORFOLK CE PRIMARY SCHOOL



Approved by:

Full Governing Body

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1. Music Curriculum Intent

1.1 Aims of this Policy

This policy aims to:

This document reflects the Duke of Norfolk Primary School's values and philosophy in relation to the teaching and learning of Music. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching, and assessment.

The policy should be read in conjunction with the Curriculum Map and the Vocabulary Map for Music.

Our music policy covers all of the statutory expectations as set out in the [National Curriculum for England 2016](#) (DfE). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

1.2. A.S.K and Our Music Curriculum

SMSC Statement

At the Duke of Norfolk CE Primary School, we recognise that the personal development of pupils spiritually, morally, socially, and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that not only provides pupils with the required knowledge and skills in music, but we also provide opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We use the acronym **A.S.K** (**Attitude, Knowledge and Spirit**).

Music provides opportunities to promote the following:

Spiritual development: Through helping pupils to recognise their own creativity and the creativity of others by collaborating to create music through singing or using instruments.

Moral development: Through helping pupils to reflect on music which has been created in different historical periods, so that they can make informed choices when planning and creating.

Social development: Through helping pupils to recognise the need to collaborate with others when creating and composing music and making the most of different strengths and interests within a team

Cultural development: Through exploring different styles and traditions of music within diverse cultures, and through valuing and reflecting on people's opinions of different styles of music and musicians.

1.3. Intent of Our Music Curriculum

The music curriculum is intended, in key Stage 1, to enable children to use their voices expressively and creatively by singing songs or speaking chants and rhymes. Our music curriculum is designed to give pupils the opportunity to play tuned and untuned instruments and to experiment with, create, select, and combine sounds using interrelated dimensions of music. The curriculum intends to help pupils learn how to listen intently and understand what they are hearing by providing opportunities to hear a range of live and recorded music.

In Key Stage 2, the intent is to build upon listening skills which are developed in KS1 by creating opportunities to listen with attention to detail and recall sounds using aural memory. The curriculum also builds on pupil's creativity by enabling pupils to compose music for a range of purposes using the inter-related dimensions of music. In KS2, all pupils learn a musical instrument through the Wider Opportunities scheme, where they will learn to play and perform in solo and musical ensembles and will learn to read staff and other musical notations. Our music curriculum aims for pupils to gain an appreciation for music through history and for pupils to understand a wide range of high-quality live and recorded music created by people from different traditions and from great composers and musicians.

Our aims are also underpinned by the National Curriculum aims, which state:

The national curriculum for music aims to ensure that all pupils:

- > 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: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

1.4. Music Curriculum Organisation

How the Music curriculum is organised:

- > The curriculum for music is specifically designed for children to build on prior knowledge and skills. Due to the inter-related elements of music, as well as our mixed age-classes, it is designed in an upward spiral, so children revisit themes, topics, knowledge, or skills much more regularly than in other subjects but continue to increase the difficulty and complexity each time they meet it.
- > Curriculum mapping for music is split into 8 themes. These themes are:
 - Musicianship: Understanding Music
 - Listening
 - Singing
 - Notation
 - Playing instruments
 - Creating: Improvisation
 - Creating: Composing
 - Performing
- > In EYFS, Phase 1 (Y1 & Y1) and Phase 3 (Y5 & Y6), three units of music are taught per phase across three half terms. In Phase 2 (Y3 & Y4), children are taught music through the Wider Opportunities Scheme which is taught over five half terms each year. This allows sufficient time to cover the statutory content of music along with enrichment opportunities.

- > Whilst the Nursery and Reception cover the Statutory EYFS Framework, mapping for music makes clear the foundations that are to be laid in this vital stage. Where possible, these link to the Seven Areas of Learning and Development.

2. Music Implementation

2.1. Planning

Planning for each unit of work is through the Charanga scheme of work. This planning format has three clear sections to each lesson: listen and appraise, musical activities and perform. This planning format is used in conjunction with the Charanga Knowledge and Skills progression documents which make explicit the links between prior and subsequent learning. Teachers differentiate planning for their own class to ensure all pupils can access the learning and all pupils are being supported, stretched, and challenged.

Planning is shared across the phase so that children access the same learning, and teachers share the planning workload.

Planning is stored on the shared server for easy access and monitoring.

2.2. Resources

- > Music resources are stored in the curriculum cupboard so that they are easily accessible to all staff. Some audio resources may be stored on the staff server in the appropriate year's folder. LKS2 may store their instruments in their classroom as children may be required to take them home to practice.
- > The music lead is responsible for auditing music resources.
- > The music lead will order resources and staff can request resources needed via email. LKS2 lead is responsible for communicating with Wider Opportunities to order specific resources needed.

2.3. Teaching and Learning

Teaching music will build on knowledge from previous years and ensure that children grasp a concept before progressing learning. Learning will be concept lead and tasks will be practical to engage pupils and teach appropriate concepts.

At the Duke of Norfolk School, we use the Charanga scheme of work to inform our planning, ensuring learning is sequential and progressive. In Phase 2 (Y3 & Y4), children are taught a musical instrument by a specialist teacher from the Wider Opportunities scheme. Music provides lots of enrichment opportunities which include opportunities for year 3/4 to perform the instrument they have been learning at a live concert, being able to have lessons to learn a new musical instrument after school or continue learning an instrument, joining the school choir, and attending Young Voices.

2.4. Inclusion

Teachers set high expectations in music for all pupils. They will use appropriate assessment to set ambitious targets for all, based on our curriculum maps, and plan challenging work for all groups, including:

- > More able pupils
- > Pupils with low prior attainment
- > Pupils from disadvantaged backgrounds
- > Pupils with SEND
- > Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study music, wherever possible, and ensure that there are no barriers to every pupil achieving. For example, the music curriculum is mapped so that

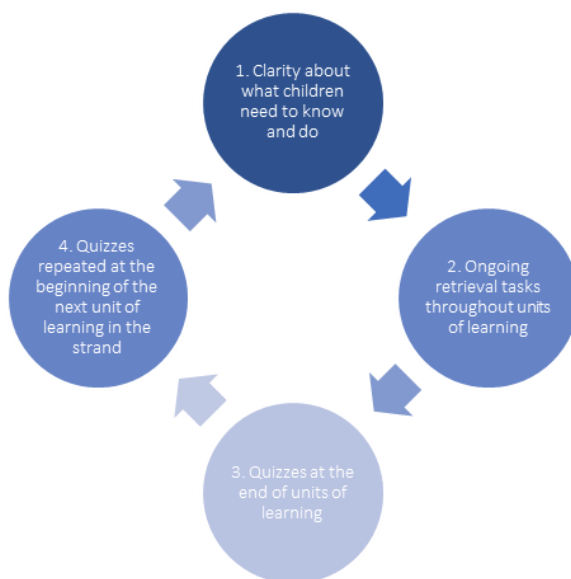
learning steps can be broken down to match a child’s cognitive stage. Where there are physical barriers, appropriate adaptations will be made to ensure children can access the learning. Teachers will seek advice and support from the SENDCo when necessary.

Teachers will also take account of the needs of pupils whose first language is not English. Music lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part and achieve.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

2.5. Assessment and Recording

In order to check that children are progressing in music, (that they know more, can do more, and remember more), and that our teaching and learning is matched well to the children’s needs, we continually employ a range of formative and summative assessment strategies.



Clarity for teachers and children about what they need to know and do, supports learning, and makes criteria for assessment clear. Our curriculum maps provide clear composite and component knowledge and skills to underpin this.

Ongoing retrieval tasks (including musical performances) are completed throughout a unit of learning which support children to move learning into their long-term memories. These tasks also help teachers to spot gaps in learning, address misconceptions, and adapt their teaching accordingly.

Summative quizzes at the end of a unit of learning help teachers to check on learning of composite knowledge. We know that assessment close to the point of learning can be misleading, so we repeat these quizzes at the beginning of the next unit of learning in the strand. This not only allows teachers to check that learning has been secured (at some distance from the point of learning) but supports children to retrieve knowledge/mental models in preparation for subsequent learning.

As music is largely performance and skills based, teachers will use continued observation to make formative and summative assessments of children’s learning against the clear criteria set out in the curriculum map.

2.6. Roles and Responsibilities

2.6.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- > A robust framework is in place for setting curriculum priorities and aspirational targets for music
- > Maintained schools only: Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- > The school is complying with its funding agreement and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- > Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) in music
- > The school implements the relevant statutory assessment arrangements
- > It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

2.6.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- > All required elements of music, including those aspects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicates how the needs of individual pupils will be met
- > The amount of time provided for teaching music is adequate and is reviewed by the governing board
- > Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of music
- > They manage requests to withdraw children from music, where appropriate
- > The school's procedures for assessment of music meet all legal requirements
- > Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.6.3 Subject Lead for music

The music leader will:

- > Be the advocate for music in school
- > Provide advice or guidance to staff, when necessary
- > Keep abreast of local and national developments in music and disseminate relevant information to staff
- > Provide or source appropriate CPD to all staff, or targeted groups/individuals, as required
- > Set a timetable of monitoring and evaluation (see Monitoring) to monitor effectiveness of music and use to inform action planning and subject development
- > Report findings of monitoring to SLT and Governors regularly
- > Feedback monitoring to staff in a timely and professional manner

- > Monitor appropriate storage and responsible use of stock
- > Co-ordinate any display of music work.
- > Ensure the subject leader file is kept current
- > Collect a portfolio of children's work, including photographs of, and examples of pupils' work

2.6.4 Teaching and Learning Staff

Teaching and learning staff will:

- > Ensure that the music curriculum is implemented in accordance with this policy
- > Engage actively with professional development and feedback in music in order to improve teaching and learning

3. Impact

3.1 Expectations

Key stage 1

Pupils should 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.

Key stage 2

Pupils should be taught to:

- > sing and play musically with increasing confidence and control.
- > develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- > 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.

3.2 Monitoring and Evaluation

The subject leader will create an annual timetable of monitoring and share it with the SLT at the start of the academic year. This will include the planned methods of monitoring, the suggested dates, and the focus of monitoring, which may be informed by the School Improvement Plan, or the music action plan.

3.3 Methods of Monitoring

Methods of monitoring music may include:

- > Lesson observations (to be agreed as part of the formal Performance Management process) or informal learning walks

- > Interviews or questionnaires with children
- > Interviews or questionnaires with staff/parents
- > Looking at books or recorded work
- > [other methods of monitoring you might use]

3.4 Purpose of Monitoring

The purpose of monitoring is so that subject leaders, SLT and Governors can answer the following questions:

- > What are the standards in Music across the school?
- > Does the Music curriculum meet our statutory requirements?
- > Does the Music curriculum keep up-to-date with local and national changes?
- > Is the Music curriculum effectively organised and applied for our context?
- > Is the Music curriculum being implemented effectively and in line with this policy?
- > Where is there evidence of high-quality teaching and learning? What is enabling this?
- > Where is there evidence of inconsistent quality in teaching and learning? What is the barrier?
- > Do we have sufficient resources to implement music effectively?
- > What is the current picture in music? What enhances provision? What are the barriers?
- > What are the development priorities for music?
- > Is assessment in music effective? How do we know?
- > What are the priorities for staff development?
- > Are resources being effectively and responsibly managed?

3.5 Recording and Reporting Monitoring

Subject leaders may report findings in their monitoring in the following ways:

- > Feedback meetings with SLT
- > Written report on agreed monitoring proforma
- > Written feedback to teaching staff
- > Collated data from surveys/questionnaires
- > Newsletters to children/parents
- > Updated action plans with impact evidence

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- > Meetings with subject link governor (1-2 times per year)
- > Written report/Presentation to governors – annually

3.6 Policy Review

This policy was written by Kellie Wilson (DHT) and Charlotte Horsfield (subject leader) on 27th February 2023

It will be reviewed by the subject leader every three years, or sooner if required.