



Music Policy

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1. Policy Aims

This Music Policy aims to:

- › Ensure consistency in the approach to the teaching of Music across school
- › Set out expectations for all members of the St John's community with regards to Music

2. Intent and Priorities.

Intent

Music is a creative-led, inspiring subject that allows pupils the opportunity to express themselves through solo and group performances. At St John's Academy, we strive to instil a love of music within pupils from a young age by allowing them the freedom to create, rehearse and perform music on a variety of different instruments, including singing. Through this, pupils will be guided to listen, evaluate and appreciate other performances from a variety of different genres and time periods, allowing cross-curricular links to be made. We also aim to provide our young musicians with a basic understanding of musical language and terminology to scaffold their future learning.

Priorities

- To foster a love of music within pupils and develop confidence.
- To have the opportunities to learn and play a variety of musical instruments, including singing.
- To create and compose music with creativity independently and in groups.

3. Aims and objectives

The aims and objectives of the subject are as follows:

- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions
- Develop a child's understanding of music through these activities
- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Give children the opportunity to perform music both vocally and with instruments
- Encourage the children to explore a wide range of sounds
- Give them the opportunity to compose music and express their ideas and feelings through music
- Experience listening to music of a variety of styles and cultures
- Develop a child's appreciation of the richness of our musical heritage
- Provide an array of performance opportunities so children can feel part of a community.
- Encourage high standards in performance
- Be motivated to enjoy and succeed in music
- Encourage children to express ideas and opinions about music
- Give each child the opportunity to develop their musical talents
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others

4. Implementation and impact

Implementation

Through our Music Curriculum, we aim to inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. In each year group, children will study units of Music across the school year, which will often form the basis of that term's topic enabling the children to fully immerse in their Music learning. In ensuring high standards of teaching and learning in Music, we implement a curriculum that is progressive throughout the whole school for the development of Music knowledge and skills. For younger children in Early Years and Key Stage 1, this incorporates changes in living memory, and learning about the lives of significant people and events of the past. In Key Stage 2, the focus broadens out to Britain's early Music, how it has influenced and been influenced by the wider world, in addition to understanding the significant aspects of the Music of the wider world through ancient civilisations and empires.

Impact

Through our teaching of Music, we provide opportunities for pupils to:

- A sense of achievement - individual and collective
- Develop social skills such as co-operation, tolerance, self-confidence and perseverance
- Practise coordinating fingers, hands, arms, lips, cheek and facial muscles develops greatly
- Use other languages to describe emotions (usually Italian words are used)
- Read notation
- Enhance listening skills
- Appreciate sensitivity to sounds
- Develop their imagination and inventiveness
- Analyse and solve problems
- Pay attention to accuracy, precision and sustained concentration
- Develop their memory
- Develop attention to detail
- Communicate effectively, have self-discipline and be able to reflect
- The illumination and extension of studies in other curriculum subjects
- Higher standards of application and concentration in all areas of work

5. Roles and Responsibilities

Subject Lead

It is the responsibility of the Music subject leader:

- to develop, implement and review an action plan for Music;
- to monitor Music throughout the school;
- to encourage staff to provide effective learning opportunities for all pupils;
- to develop valid activities appropriate for children at different stages of development, which enable pupils to progress in the subject.
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints. Monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the Music subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for Music at St John's.

Teachers

It is the responsibility of class teachers to ensure the high quality teaching of Music within their classroom. The progression of skills document should be used to inform planning, to ensure learning intentions and vocabulary are being met for their cohort. They are responsible for equipment and resources used to support lessons or should make the subject lead aware if resources are required.

Senior Leaders

It is the responsibility of the senior leaders to support teaching staff and phase leads with the implementation and monitoring of Music across the school. They should hold teachers accountable within the teaching and assessment of Music.

6. Music curriculum planning

Music is listed as a foundation subject in the National Curriculum. Planning is split into two phases, long term and medium term.

Long Term Planning

Long Term planning links directly to the National Curriculum and the knowledge, skills and experience required in the Foundation Stage, KS1 and KS2. The music curriculum is split into two main areas: composition and appreciation.

Medium Term Planning

At St John's Academy, all teachers follow our progression document to ensure coverage across the school, when planning. These skills clearly show what the children should know by the end of a year, remember and be able to do, and ensure that teachers know what comes before to ensure progression and coverage.

Foundation stage

We encourage the development of knowledge, skills and understanding that help foundation children make sense of their world as an integral part of the school's work. This learning forms the foundations for later work in Music. Music is covered under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'.

Understanding the World

ELG: Exploring and Using Materials

Children at the expected level of development will:

- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feeling through design and technology, art, music, dance, role play and stories.

Within our progression document we have split these even further to ensure coverage and skills progression. By the end of EYFS the children will:

Composition:

- Know how to represent thoughts by using voice and untuned instruments to create music.
- Know how to explore the different sounds of instruments, choosing particular instruments/ sounds in order to support and enhance their own imaginative processes.
- Know that music can be loud or quiet, fast or slow.
- Know that tempo is about how fast music is played.

Appreciation

- Know how to respond to songs and music in different ways – moving, drawing and/ or making comments.
- Know how to express and discuss how a piece of music or familiar song makes them feel.
- Investigate and choose sounds to represent different things.
- Know and use the words high/ low, long/ short, loud/ soft, fast/ slow and identify these elements in music.
- Identify at least six different instruments from percussion (drum, piano, tambourine, triangle and cymbals).
- Know how to sing a range of simple songs and nursery rhymes using voices in different ways for different effects (alone and as part of a group)

Key Stage One

Within Key Stage 1, pupils are expected to:

Composition:

- Know how to make different sounds with their voice and control how and when they use them for appropriate songs.
- Know how to make different sounds with instruments e.g. playing a tambourine 2 different ways, and playing a simple tune on a xylophone.
- Know how to sing accurately at any given pitch at an appropriate volume and follow any melody.
- Know that pitch is about how high or low music is.
- Know that pulse is about the steady beat in music.
- Know how to repeat (short rhythmic and melodic) patterns using pitched and unpitched instruments and their voice.
- Know how to improve their own work and evaluate the process as they go along.
- Know how to choose sounds which create a deliberate effect to evoke an emotion.
- Know how to make connections between notations and musical sounds.
- Know that dynamics are about how loud or soft music is.
- Know that music is written on five lines that is called a staff and has a treble clef at the beginning.

Appreciation:

- Know how to listen out for particular things when listening to music (what instruments are playing, listen for the repeated melody, listen out for the chorus etc.)
- Know how to identify with the style of work of Tchaikovsky, Ed Sheeran, Vivaldi and Aretha Franklin.
- Know all woodwind instruments in an orchestra—flute, piccolo, oboe, saxophone, bassoon and clarinet
- Listen to music played by others and describe how it makes them feel
- Know how to respond to different moods in music
- Know how communicate in detail how a piece of music makes them feel
- Know the meaning of and use the words pitch/high low, pulse/steady beat, tempo/fast or slow, melody, feelings, classical and pop music

Key Stage Two

Throughout Key Stage 2 children at St John's C of E Academy will continue to develop their understanding of composition and to continue to broaden their appreciation skills by being exposed to a wide range of music from a variety of music genres.

Within Key Stage 2, pupils are expected to:

Composition:

- Know how to combine groups of beats within written notation, using 4/4 and 3/4 timing structures
- Know how to use digital media to create a layered piece of music
- Know how to perform a piece of music, accurately on a tuned instrument such as a too flute/recorder or ukulele, reading the notes/chords and keeping the rhythm true to the notation values.
- Know how to change sounds or organise them differently to change the effect
- Know how to make notes to record aspects of the composition process
- Know how to consider and use tuned and untuned instruments as extra layers to a melody
- Know how to read and interpret chords in written music
- Know how to use dynamics, tempo, pitch and rhythm effectively in their composition
- Know how to sing songs from memory with accurate pitch
- Know how to join layers of sound, thinking about musical dynamics of each layer and understanding the effect.
- Know how to use standard notation on a treble clef to record own compositions
- Know that a quaver = 1/2 a beat
- Know that music can be broken down into elements of verse and chorus
- Know how to create repeated patterns (ostinato) with different instruments
- Know how to compose melodies and songs using pitched instruments (voice/recorder)
- Know how to combine different sounds to create a specific mood or feeling
- Know that a crotchet = 1 beat, a minim = 2 beats and a semibreve = 4 beats
- Know how to read and play the notes—G,A,B,C and D on the treble clef staff using a recorder
- Know how to sing in tune with expression

Appreciation:

- Know how to refine and improve their work
- Know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created
- Know how to analyse features within different pieces of music
- Know how to compare and contrast the impact that different composers from different times will have had on the people of the time
- Know how to identify with the style of work of Beethoven, John Williams, Schubert, Andrew Lloyd Webber, Mozart, Elton John, Bach and Eliot Kennedy.
- Know how to use musical vocabulary to describe, compare and evaluate music , explaining why they think music is successful or not
- Know how to choose the most appropriate tempo for a piece of music
- Know how to contrast the work of famous composers and show preferences (using all previously studied composers)
- Know how to explain the place of silence and say what effect it has
- Know how to identify the different purposes of music
- Know all strings instruments in an orchestra viola, violin, cello and double bass
- Know the meaning of and use the word contemporary

Additional music teaching

All children within year 3 and 4 will receive 6 weeks of ukulele lessons provided by a peripatetic teacher. As well as this, we have a Key Stage 2 choir which the children are encouraged to join. We also welcome The Young Theatre Company to work with our year 6 children to complete 'a play in a week'.

In order to enrich the musical experiences of all our children, St John's Academy currently welcomes an external provider who offers 1-1 piano and flute lessons.

Musical Events

We encourage all of the children involved in the choir and private lessons to perform at various opportunities, including but not exclusive to School Fayres and collective worships. All children within Key Stage 2 are encouraged to attend the Young Voices choir, where we take 69 children to perform in the concert. As part of the Young Voices choir, children receive one hour of practice within an after school club for at least 12 weeks prior to the performance. We use the Christian calendar to support our music curriculum by learning and performing varying musical performances in classes, year groups and whole school to celebrate Harvest, Easter and Christmas. Children are also given the opportunity to listen to a range of music at the beginning and end of our collective worships, as well as, singing a range of different Christian hymns from different genres of music. On a Thursday, the collective worship focus is 'worship through music' this is a whole school singing practice where we learn a range of vocal warm ups and then worship songs from varying genres and difficulty, including harmonies and singing in rounds.

7. Links with other policies

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing and comparing different musical compositions, or presenting their findings to the rest of the class. They develop their writing ability by composing text where Music may be the driving force. Singing oracy as it helps their mouths to form the right shapes and make these sounds loudly and clearly. Singing also helps them learn how stronger and weaker sounds are pronounced differently in English.

Maths

The teaching of Music contributes to children's mathematical understanding in a variety of ways. Rhythm is about exploring the way different numbers interact. Music is built from recurring mathematical patterns and sequences.

Spiritual, Moral, Social and Cultural Development

In our teaching of Music we also contribute to the development of the children's spiritual, moral, social and cultural understanding by developing awareness of the power of music by reflecting and expressing our own thoughts and feelings and our willingness to participate and respond to musical and cultural opportunities.

Computing

Wherever appropriate we use computing to enhance our teaching of Music. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint. The children are also given the opportunity to use varying different software to produce digital compositions.

Geography

Links are made to Geography so that children have the opportunity to listen to music from varying different countries and cultures, as well as, music from different celebrations and festivals around the world.

Art

Children are taught how music is a form of expressing themselves in the same way that artists express themselves through paint etc. Children are encouraged to create musical compositions inspired by art pieces and to create art pieces using music as inspiration.

Resources

Our school keep a wide range of resources that support the teaching of Music. These can be found in the subject store which is outside the library. The indoor music trolley is located within the music room, alongside the piano. The class set of ukuleles are hung in the music corridor where the interactive stove and other musical instruments are stored. Within EYFS, there is an outdoor music trolley which can be shared with all in school and moved to other areas. Additional resources can be ordered and obtained through consultation with the subject lead.

Health and Safety

We enable all pupils to have access to the full range of activities involved in learning Music. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Before undertaking a field trip, teachers are encouraged to visit the proposed area of study and fill in a risk assessment form. Further information can be found in the Health and Safety Policy and Educational Visits Policy.

Class teachers should ensure:

- Instruments are put away carefully after each session unless on display or in use the music area.
- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.

8. Equal Opportunities in Music

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

9. Assessment and Recording

The knowledge, skills and understanding in the programmes of study identify the aspects of Music in which pupils make progress:

Children demonstrate their ability in Music in a variety of different ways. Teachers will assess children's work by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward.

At the end of a whole unit of work, the teacher makes a summary judgement about the work produced. Teachers then use the levels that they record to plan the future work of each child, and to make an annual assessment of progress for each child, as part of the annual report to parents and carers.

The subject leader keeps written and photographic evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in Music in each year of the school.