



**Shaftesbury**  
Primary School  
Growing together

# Music Policy

April 2023

## Aims and Objectives

We at Shaftesbury Primary School believe that, 'Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians; and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.' (The National Curriculum in England Framework Document (DfE) 2014).

The school has a duty to ensure compliance with the revised National Curriculum.

We work closely with the Junior Leadership Team to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. We as a school community have a commitment to promote equality in line with the Equality Act 2010.

This policy identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

### The aims of music teaching are to enable children at KS 1 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 interrelated dimensions of music.

### The aims of music teaching are to enable children at KS 2 to:

- ...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 interrelated dimensions of music.
- ... Listen with attention to detail and recall sounds with increasing aural memory.
- ... Use 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.

## Roles and Responsibility for the Policy

This policy is designed to enable teachers to provide high quality teaching and learning for all children in Music, enhancing their educational experience of Music. The policy will lay out the guidance for the delivery and teaching of Music for all staff engaging with the subject.

### The Local Governing Body has:

- ...Responsibility for ensuring compliance with the legal requirements of the National Curriculum.
- ...Responsibility for ensuring that the school complies with all equality legislation.
- ...Responsibility for ensuring funding is in place to support this policy.

...Responsibility for ensuring this policy and all linked policies are maintained and updated regularly.

..Responsibility for ensuring all policies are made available to parents.

...Responsibility for the effective implementation, monitoring and evaluation of this policy.

#### The Headteacher and the Senior Leadership Team will:

...Ensure all school personnel are aware of and comply with this policy.

...Work closely with the School Leader for Music and the link governor.

...Ensure compliance with the legal requirements of the National Curriculum.

...Provide leadership and vision in respect of equality.

...Monitor the effectiveness of this policy by; observing teaching and learning, planning checks, engage with the pupil voice of the school and report to the Governing Body on the success and development of this policy.

#### The Subject Leader will:

..Lead the development of this policy throughout the school.

...Work closely with the Headteacher and the nominated governor.

... Be accountable for standards in Music.

...Write explicit Medium-Term Plans for all school.

...Monitor standards by; auditing whole school resources for Music, review the Charanga teaching tool, monitoring teachers planning, lesson observations, observe children's musical development and competence, engaging with pupil voice and conduct learning walks.

...Ensure continuity and progression throughout the school so the school staff and pupils feel a strong connection with the school and being proud to represent the school and values it stands for.

...Devise a subject improvement plan.

...Provide guidance and support to all staff engaging with the teaching of Music.

...Provide training for all staff on induction and when the need arises regarding Music.

...Attend appropriate and relevant INSET and external CPD.

...Keep up to date with new developments.

...Undertake an annual audit and stock take of resources.

...Purchase new resources when required and in preparation for the new academic year.

...Manage the subject budget effectively.

...Undertake risk assessments when required;

...Review and monitor this policy.

#### The Link Governor will:

...Work closely with the Headteacher and the school Leader for Music.

...Ensure this policy and other linked policies are up to date.

...Ensure that everyone connected with the school is aware of this policy.

...Attend training.

#### Teachers and Music specialist teachers will:

...Comply with all aspects of this policy.

...Work closely with the school Leader for Music to develop this subject area.

...Devise lessons in relation to the chosen scheme of work (Charanga).

- ...Develop pupils' spoken language and musical ability.
- ...Plan and deliver good to outstanding lessons.
- ...Deliver lessons which are interactive, engaging, of a good pace and have a practical element.
- ...Have high expectations for all children and will provide work that will extend them.
- ...Record and report on the development, progress and attainment of pupils.
- ...Achieve high standards in Music.
- ... Celebrate the success of pupils in lessons.
- ...Implement the school's equalities policy and schemes.
- ...Report and deal with all incidents of discrimination.
- ...Attend appropriate training sessions on equality.
- ...Report any concerns they have on any aspect of the school community

#### Pupils will:

- ...Be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their Musical education.
- ...Listen carefully to all instructions given by the teacher.
- ...Ask for further help if they do not understand.
- ...Participate fully and actively in all lessons.
- ...Participate in discussions concerning progress and attainment.
- ...Treat others, their work and musical resources with respect and care.
- ...have the opportunity to join the choir and to represent the school at performances.
- ...Engage with pupil voice consultations when necessary.
- ...Take part in questionnaires and surveys.

#### Parents/carers will:

- ...Be aware of and comply with this policy;
- ...Be encouraged to take an active role in the life of the school by attending: parents' and carers, open evenings, parent-teacher consultations, be encouraged to attend musical performances in school and join the school in celebrating successes of their child's learning.

### **Policy Procedure**

The direction set out in this policy will be used to guide the planning, delivery and the teaching of the Music curriculum across the school.

### **Teaching and learning style**

At Shaftesbury Primary School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to

work with others to make music. We also teach children musical notation and how to compose music.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by: setting common tasks which are open-ended and can have a variety of responses; setting tasks of increasing difficulty (not all children complete all tasks on Charanga); providing resources of different complexity depending on the ability of the child.

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding. Some aspects of the Music programme of study are delivered through the Topic Curriculum; whereby our pupils access areas of the Music National Curriculum through themed topics of study. The school has also adopted a music scheme of work developed by Charanga. The music curriculum is delivered through afternoon lessons and after school music clubs where the children attend instrumental lessons and the choir club.

At Shaftesbury we also understand the value of extended learning through educational trips, visits and music experts visiting our school.

### **Additional music teaching**

At Shaftesbury Primary, all children in Y4, Y5 and Y6 receive whole class instrumental lessons with a specialist music teacher. Year 3 classes receive one full-term of whole class instrumental lessons with a specialist music teacher. This enriches the children's experience of the music curriculum. Currently, children in Y1 and Y2 receive engaging and practical singing and instrumental lessons on the glockenspiel and the recorder delivered by class teachers.

In addition, a further 40-50 children across key stage 1 and 2 to receive additional small group instrumental lessons with specialist teachers. Currently, children across Key Stage 2 are receiving small group lessons on the guitar and keyboard. The Choir club children are receiving after school singing sessions weekly with a specialist singing teacher as well as special singing sessions with a specialist Music instructor from the Youth Commonwealth Orchestra (YCO). This is to prepare them for performances and talent show competitions such as for Britain's Got talent Show, in January 2023.

### **Music curriculum planning**

Our school uses the National Curriculum programme of study for music as the basis for its curriculum planning. We have adapted the scheme so that the topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The music subject leader works this out in conjunction with teaching colleagues in each year group. Sometimes the children study music topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study we teach the

knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans, which we have adopted from the National Curriculum, give details of each unit of work for each term. The music subject leader is responsible for keeping and reviewing these plans.

The class teacher writes the daily lesson plans/flipcharts, which list the specific learning objectives of each lesson in line with the Medium-Term Plans. The class teacher is responsible for keeping these individual plans, and the class teacher and music subject leader often discuss them on an informal basis.

Our music planning promotes progress in three ways. It does this by: increasing breadth and range of musical experiences; increasing challenge and difficulty in musical activities and by increasing confidence, sensitivity and creativity in the children's music making.

### **Foundation Stage**

We teach music in our reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

### **Links with ICT**

The use of information and communication technology will be used to broaden and develop the way children engage and consider musical education. We currently use Charanga as a visual online platform for children.

### **Inclusion**

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- Of different genders;
- Who have Special Educational Needs;
- Who are looked after;
- From minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Who are very talented ;
- Who are at risk of disaffection;
- Who are young carers;
- Who are sick;
- Who have behavioural, emotional and social needs
- And from families who are under stress.

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements. We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

### **Teaching music to children with special educational needs and disabilities (SEND)**

At Shaftesbury Primary School we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, variation– so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEND Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to music.

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example, a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

We want pupils with identified SEND to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to Music.

### **Assessment and recording**

Teachers assess children's work in music by making informal judgements as they observe them during lessons. They carry out continuous and ongoing teacher assessment; make a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment for Music. Teachers carry out longer-term teacher assessment to assess musical development against the Music curriculum and the wider school. They video record the end of unit class performances (singing and instrument playing) and save them into the designated assessment Music folder so they get uploaded on school's website half-termly. Children's learning progress in Music is passed to the next teacher at the end of the academic year.

### **Resources**

There are sufficient resources for all music teaching units in the school. We keep resources

for music in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and computer software to support children's individual research.

### **The school choir and musical events**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it will also perform in public on a number of occasions throughout the year, for example at the Christmas carol concert.

When we have a sufficient number of children learning a musical instrument, we will organise a school orchestra where children can learn to enjoy playing music in an ensemble.

### **Monitoring and review**

Monitoring of standards of children's work and the quality of teaching is the responsibility of the School Leader for Music supported by the Headteacher and the SLT.

Standards will be monitored by:

- Subject observations
- Learning walks
- Pupil discussions
- Engagement with planning
- Obtaining feedback from pupils and teachers and using it to develop the quality of MTPs and increase pupil attainment.

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the Headteacher an annual summary in which the strengths and weaknesses in the subject are highlighted and where areas for further improvement are identified.

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.