



The Federation of Spixworth Schools

Music Policy

Agreed by SLT: Summer 2024

To be reviewed: Summer 2027

Intent

Overall curriculum rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Federation of Spixworth Schools. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all, alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement in Music.

The children of The Federation of Spixworth Schools will appreciate the language of Music by learning about and listening to the music of great composers, music linked to world events and festivals and songs whose words inspire, communicate and teach. Children will experience playing instruments, singing and experimenting with sounds they make and the joy of learning to play as a group, to listen to rhythm and appreciate musicality to evaluate compositions. Music, across cultures, will create feelings, allow for expressions and build memories.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2024) The Statutory Framework for the Early Years Foundation Stage (EYFS)
- DfE (2013) National Curriculum in England: Music programmes of study: key stages 1 and 2

This policy operates in conjunction with the following federation policies:

Curriculum Policy
Curriculum Risk Assessment
Spoken Word policy
Marking and Feedback Policy
SEND Policy
Equal Opportunities Policy
Educational Visits policy

Aims

The aims of The Federation of Spixworth Schools Music curriculum are to enable all pupils 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 use their voices.
- Create and compose music independently and alongside peers.
- Have the opportunity to learn a musical instrument, use technology properly and 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.

Implementation

EYFS Educational Programme

Taken from the Statutory Framework for the early years foundation stage January 2024 – Expressive Art and Design:

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

EYFS Early Learning Goals

Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- 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 One

Pupils will 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.
- Will have the opportunity to learn an untuned wind instrument.

Key Stage Two

In KS2, the focus for music will be to teach pupils to sing and play musically with increasing confidence and control. They will be able to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

In KS2, pupils will be taught 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 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.
- Will have the opportunity to learn a tuned instrument.

Curriculum delivery

- Teachers use the key learning content in the DfE's statutory guidance 'Music programmes of study: key stages 1 and 2', published in 2013 and the updated New Model Music Curriculum 2021 (MMC 2021), also recommended by the DfE.
- Sing Up is available to staff to support with planning and reflects the greater academic approach and depth of musical understanding recommended by the DfE. The scheme is designed to be used by non-specialists and specialist music teachers alike. The Federation recognises that the scheme represents a core curriculum resource and that there is scope for teachers to pursue individual music initiatives as well as respond to the individualised nature of our school's settings. As a federation we also use the scheme Charanga, provided by the Norfolk Music Hub, to supplement our practice.
- As a Federation, music is taught both as a discrete lesson fortnightly and as part of cross-curricular themes when appropriate.
- All pupils are encouraged to participate in additional musical opportunities or events to enhance their learning and development. Specifically at Woodland View, we offer whole class opportunities to play a variety of musical instruments such as ukuleles, keyboards and drums.
- In KS1, pupils are provided with the opportunity to learn an untuned instrument - Ocarinas for half a term, this will provide the children with building blocks to move onto a tuned instrument in KS2.
- In KS2, pupils are provided with the opportunity to learn the recorder which allows the children to progress forward from learning the ocarina in KS1.
- The schools will provide an appropriate space and equipment for pupils to practice their instruments, ensuring that time slots to use the space are allocated fairly.
- As members of Norfolk Music Hub we provide funding for lessons to teach pupils to play an instrument in KS2, this rotates around classes throughout KS2.
- Private tuition to play musical instruments can be organised. Pupils eligible for Pupil Premium have equal opportunity through subsidised lessons.

Teaching and learning approaches

- Teaching of music is delivered by classroom teachers.
- Pupils will be taught to describe key musical characteristics and associated processes with a common language, as well as understand and use technical terminology and specialist vocabulary.

- Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates.

Lessons focus on a wide range of musical skills and understanding, including the following:

- Singing in tune and alongside others.
- Structure and organisation of music.
- Appreciating different forms of music.
- Listening to music, progressing to extended pieces of music as pupils move through year groups.
- Representing feelings and emotions through music.
- Recognising pulse and pitch.
- Using the voices of others to combine and make different sounds.
- Musical notation and how to compose music.

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.
- Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

At The Federation of Spixworth Schools, we do not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

Planning expectations

Planning of the music curriculum is tailored towards three areas of progress:

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in pupils' music-making

The federation creates long-term, medium-term and short-term plans for delivery of the music curriculum – these are as follows:

- Long-term: includes the music topics studied in each term during the key stage
 - Medium-term: includes the details of work studied each termly unit
 - Short-term: includes the details of work studied during each lesson
- The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
 - Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- Long-term planning will be used to outline the units to be taught within each year group.
- Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- Medium-term plans will identify learning objectives, main learning activities and differentiation.
- Medium-term plans will be shared with the subject leader to ensure there is progression between years.
- Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Equipment and resources

- The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with SLT, school support manager/finance officer in order to purchase further resources.
- Musical resources, including books and instruments, will be stored centrally. For Spixworth Infant School this means on the music trolley. For Woodland View this means in the designated music room.
- The libraries contain an array of resources and topic books to support pupils' research.
- Online resources are available allowing pupils to listen to a wide range of music.
- Display walls and units will be utilised and updated on a termly basis, in accordance with the area of music being taught at the time.
- Musical equipment and resources will be easily accessible to pupils during lessons.
- The subject leader will undertake an audit of musical equipment and resources on an annual basis.

Health and safety

Specific considerations for this subject can be found in the Curriculum Risk Assessment, which is reviewed annually. A log is kept of all staff who have read and understood this assessment each year.

Cross curriculum links

- Pupils develop their reading and writing skills through learning to read and interpret written music.
- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- Pupils develop their research skills through discovering the history of music and famous composers.

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.
- Pupils learn to use technology to compose music, enhance their research skills through the internet and the use of Purple Mash.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.
- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

Inclusion and equality of opportunity

- All pupils will have equal access to the music curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.
- The Federation of Spixworth Schools aims to provide more able pupils with the opportunity to extend their musical thinking through extension activities such as listening to and interpreting extended pieces of music, and research of a musical nature.

Impact

Assessment and reporting

Across the Federation, termly assessment grids are used to assess children's learning. These grids are informed by Sing Up assessment documents that run alongside the scheme.

Staff training

If required, staff have access to Sing Up, Music Hub and Charanga training to support their teaching of Music.

Monitoring and evaluation

The staff and Governors are committed to maintaining standards, establishing high expectations, and promoting effective teaching and learning. Procedures for monitoring and evaluation involve all members of the federation community as part of the monitoring cycle.

A commitment to Assessment for Learning (AfL) endorses the federation's participation in the National Curriculum and demonstrates an ethos in which the personalities, strengths and

needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole-federation contexts of school and staff development.

The main purpose of monitoring, evaluation and review is to ensure that all members of the federation community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements for all.

The range of approaches in monitoring and evaluating may include:

- Moderation Exercises/Internal Standardisation – a comparison of children’s work across classes and year groups
- Book Looks
- Questionnaires/ Surveys/ Audits
- Learning Walks
- Whole-federation self-evaluation
- Review meetings with staff and pupils
- The inspection process.

Roles and responsibilities

The Role of the Governing Body and Executive Head teacher is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.
- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge.
- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School and Curriculum Leader is to:

- Devise long and medium term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the federation, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Subject Leader is to:

- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.

- Review the way subjects are taught in the federation and plan for improvement linking to whole school priorities.
- Ensure the School Improvement Plan priorities are monitored and consistently met.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the Class Teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.
- Know children as individuals, tailoring reaching to their needs.
- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.
- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs

The Role of the SENCO is to:

- Collaborate with the Executive Head, Head of School, Curriculum Leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

Review

- This policy is reviewed every 3 years by the SLT and subject leader.

- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.