

River Primary School

Music Policy

Our school policies reflect our commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning.

PURPOSE OF STUDY

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.

CURRICULUM DRIVERS IN MUSIC

Collaboration: Music offers valuable opportunities for purposeful and expressive collaboration through listening and responding, composing, singing and playing instruments. It also nurtures both individual and collective creativity that can be celebrated with their peers, as a whole school and in the wider community. Children will experience the work of a breadth of classic and modern-day musicians and composers to inspire the creation of their own pieces. To complement this, children will experience music of different genres and originating from or inspired by different cultures. They will be encouraged to respond to and articulate their personal opinions on these, growing in the ability to develop a critical viewpoint based on prior knowledge. Through music lessons, children will be taught precise, technical vocabulary which they will apply to their discussions during the appraisal and composition process. In addition to class-based lessons, children will have opportunities to further their interests in Music through the offer of clubs such as: Come and Sing, Drumming and Come and Play and there is also the prospect of enrolling in instrumental lessons. Musical performance is a valued attribute in school. We all sing in whole-school assemblies, in our music classes and some extend this through extra-curricular activities. Our school choir rehearse on a weekly basis and aspire to perform, be it in school or at local or national venues.

Initiative: Working independently in Music helps to improve resilience, self-confidence, decision-making and creative thinking in all subjects across the curriculum. The increasing popularity of independent composers and musicians who utilise accessible technology and global social media platforms can inspire all children to feel they can contribute creatively and share their musical ideas and talents. These will be embraced through the use of apps such as GarageBand and MusicLab to give children wider opportunities to experience alternatives. The music learning journey does not shy away from complex concepts or skills such as musical notation, but instead children are encouraged to be excited by the challenge. Children will have opportunities to experience music first hand; they will experience performances by professionals which in turn inspire and excite them to further explore musical opportunities. Children will be encouraged to ask questions about the music they hear and have experienced. They will become inquisitive about the historical significance of certain music genres such as Classical orchestral music, Singing and the evolution of instruments during the Tudor period, the influence of Motown on pop, hip-hop and dance music and Gamelan music of Indonesia.

Diversity: Children explore a variety of musical styles, cultures and music-making traditions from around the world and understand how composers and performers have influenced the popular culture of the age. Year 6, for example, explore the rise and decline of the Music Hall and the

comparisons between Victorian Parlor Songs and the social commentary of popular music artists today. Music is an experience found across all cultures, where difference and respect can be recognised, practiced and celebrated. We will support the integration of cultural, linguistic and popular music experiences such as Samba and Latin American music in Year 1, Year 2 composing music to dance to linked with the Hindu festival of Navratri and the origins of Mariachi Bands from Mexico in Year 6.

AIMS

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.

SUBJECT SKILLS

Music is taught from Years 1 – 6 by a specialist teacher in the Music Room. The music curriculum has been written following the requirements of the National Curriculum 2014 and recommendations from the Model Music Curriculum 2021 and guidance from The National Plan for Music Education 2022 (revised 2023).

The termly overviews show how the skills of singing, listening, composing and performing contribute towards the development of musicianship for each year group.

EYFS use the Sing Up resources which are then adapted to compliment the topics for each term.

Year 1 - Samba Band instruments

Year 2 - Djembe

Year 3 - Ocarina

Year 4 - Ukulele (Music Plus focus all year)

Year 5 - Recorder, keyboards, Samba Band

Year 6 - Djembe and drumming skills

Music in EYFS

In the Early Years Foundation Stage, our music planning is based on the relevant statements taken from the 'Expressive Arts and Design' and 'Communication and Language' Early Learning Goals. Children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement.

Our children have daily opportunities to sing, play musical games, explore sounds, dance and move to different kinds of music. Although some of these activities are integrated throughout the day, discrete music lessons are also planned on a weekly basis. We focus on teaching our children to sing simple songs from memory. These might include nursery rhymes, action songs or topic related songs. As well as learning songs that contribute to being part of our whole school community. Music contributes greatly 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.

Children have opportunities to match movement to music by responding to their own singing, tuned or untuned percussion instruments or to a pre-recorded piece of music. They recognise and explore how sounds can be changed and investigate repeated sounds and sound patterns. Child initiated opportunities give children an outlet for using their imagination and expression, this

includes performance opportunities and the chance to experiment and enjoy age-appropriate musical instruments.

SUBJECT CONTENT

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 un-tuned 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.

Our curriculum includes the themes:

Rio De Vida in Year 1 which includes investigating, composing and performing music using Samba instruments for a Brazilian carnival.

Towers, Tunnels and Turrets in Year 2 which explores music and sound effects created using the Eiffel Tower to inspire a whole-class composition using our own school.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught about:

- . playing and performing 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.

Our curriculum includes the themes:

Mighty Metals in Year 3 which includes investigating how instruments such as cymbals and traditional cow bells are made and comparing the sounds that different metals make, for example a bronze Gamalan gong from Indonesia and steel pans from Trinidad and Tobago.

Stargazers in Year 5 is an opportunity to explore a work by a great composer: Holst's Planet Suite - finding out what inspired him and comparing his music to other Late Romantic composers.

CROSS-CURRICULAR LEARNING

We approach learning through cross-curricular themes so that children make links and see the relevance of their learning in different subjects. More detail can be found in our Curriculum Policy and on our school website www.river.kent.sch.uk.

Consistent with our curriculum aims, we identify learning by subject so children know when they are learning Music. This ensures that the integrity of the subject is not degraded and children acquire the underlying knowledge needed to access the subject in later years, including the acquisition of specific subject vocabulary.

ASSESSMENT AND REPORTING

Assessment of Music at both KS1 and KS2 is based on teacher assessment. Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. Teachers make judgements by assessing the progress of key skills alongside the progress made against key learning objectives throughout the unit. Assessment will be undertaken in various forms, including:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Pupils' self-evaluation of their work
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Reporting

Teachers enter assessment data into the schools reporting system twice a year.

Parent consultations provide a formal opportunity to discuss both progress and attainment and parents also have the opportunity to have a look at the learning that children have been doing in music using the class 'big books' as a prompt for discussions. Pupil annual reports shared with parents in July, provide a formal report of attainment in music.

Subject Specific Assessment

(Jo/Victoria the following are all quotes from the current Ofsted lead inspector for music from CPD events and the music review publications)

an emphasis on formative developmental feedback. • Clarity over the components which will form the basis for formative assessment. • Judicious use of summative assessment to check on curriculum effectiveness. There are no universal features of music that allow an assessment of attainment in the domain as a whole.

Assessment in the Early Years ▪Is most effective when centred on supportive and encouraging feedback. ▪Leaders and teachers should avoid excessive assessment that takes children away from opportunities to learn and make music. ▪ It is more important to listen to children's music responses.

Teachers provide 'in the moment' and ongoing feedback to pupils that improves the quality of pupils' music-making both in terms of technique and expressive qualities. They demonstrate to pupils what high-quality musical responses sound like, and the processes for achieving those outcomes. We recognise that to get better at music takes time and that assessment should not take children away from opportunities to learn and make music. Assessment of music through books or through photographs of children engaged in musical activities is of very limited use however each class has a Music Big Book to record ideas/responses and to prompt retrieval practice each session. Summative assessments are also used to inform the effectiveness of the curriculum.

Subject Leader Evaluation, overview of Assessment and Monitoring

To ensure best practice, the subject leader has been involved in curriculum review and has worked with the teaching team to ensure that our current curriculum is well-designed to include all the

required aspects of Music, whilst making it relevant to our children in our context. In taking this approach, we capitalise on the locality and learning from direct experiences as far as possible.

To evaluate the impact of the curriculum and the quality of teaching and learning, the subject leader works alongside the senior team to monitor standards of teaching and learning. This is achieved through evidence gathering such as: a structured approach to planning, lesson visits, conversations with teachers, conversations with children together with the outcomes of their learning.

Equality in the curriculum

The two strands to ensuring equality in the curriculum

Equality of access to learning: This means that we have a responsibility to ensure that all children, regardless of their profile, have **access to the same opportunity** to learn within each subject. This means that adaptations need to be made to resources and facilities, ensuring that children feel safe and any barriers to learning are addressed. This is the means to give each child and **equal chance of success**.

Equality as part of the Curriculum: This means that our topics for study reflect the diverse population and that our curriculum supports social inclusion through promoting acceptance and appreciation the differences of ourselves and of others. Our focus on diversity as a driver reflects our commitment to equality. Through valuing diversity, we learn to expect, respect and value difference in others. We aim for children to recognise and understand their responsibilities towards themselves and others.

Children with Special Educational Needs

We have a firm commitment to inclusion so that appropriate adjustments are made for children with special educational needs or disabilities. All children in school have an entitlement to a full education and we will modify and differentiate the curriculum to ensure access to the curriculum for all children.

Gifted and Talented Children

We have a commitment to meeting the needs of all children, including those with an aptitude in one or more areas. It is our responsibility to maximise knowledge, skills, strengths and talents in all children, enabling them to extend and develop their potential. Gifted and talented children are recognised as having particular learning needs and the curriculum is extended in this subject through learning challenges to ensure that positive learning and progress is sustained.

Signed: _____ Date: _____

Chair of Learning and Development Team

Linked Documents

Whole School Long Term Curriculum Plan
Year Group Medium Term Curriculum Plans
Music - Quick Reference Guide including Big Ideas