

# Yorke Mead Primary School

## Music Policy

September 2020



### Our School Vision Statement

*BRINGING LEARNING to LIFE*

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- *Happy, positive individuals*
- *Responsible citizens who make a positive contribution*
- *Confident, resilient, healthy & life-long learners.*

**D - Determination**

**A - Ambition**

**R - Resilience**

**E – Enjoyment**

**T - Trust**

**O - Openness**

## Rationale and Ethos

At Yorke Mead Music is a practical and inspiring subject where pupils get to explore their creativity, develop a range of new skills and grow in confidence. Music provides a different sensory experience from most of the other learning within the child's day. It enables children of all abilities to use their creative imagination to achieve their potential with guidance and a given criteria. Music at Yorke Mead encourages children to communicate what they feel and hear about a piece of music, creating comparisons and justifications about their feelings. They explore ideas and meanings through the work of famous musicians and are encouraged to develop a critical appreciation of artist's work from a range of genres and periods in time. The opened ended nature of the subject encourages children to be open with their ideas and thoughts about their own creations as well as those of others and to reinforce skills already established. Yorke Mead promotes the status of Music throughout the school, employing specialist musicians, which adds to the experience for our children and enriches their learning.

## Aims of the Curriculum at Yorke Mead

The curriculum at Yorke Mead is intended to ensure each child:

- Develops high self-esteem, confidence and a true feeling of self-worth
- Develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices
- Is enriched, motivated and challenged by a broad and balanced curriculum and recognises the value of all areas of learning, including literature, sciences, the arts and humanities.
- Is valued for their individual contributions, recognises their role and develops a positive attitude towards everyone in the life of the school and community.
- Develops the positive skills and attitudes necessary to work both independently and collaboratively.
- Will be given equal opportunities to participate in all aspects of school life, with high expectations and ambition for every child and appropriate levels of challenge and support to enable them to achieve.
- Develops an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view.
- Understands the importance of and develops responsibility for keeping themselves physically and emotionally healthy
- Acquires a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility.
- Is supported in their spiritual, moral, social and cultural development
- Is equipped with the knowledge and cultural capital they need to succeed in life

## Aims of the Music Curriculum

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 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 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:

- 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.

## **Curriculum Design**

The curriculum is planned around the processes outlined in the National Curriculum. These include, using our voices, playing tuned and untuned instruments, listening, composing and developing an understanding of the history of music. All year groups build upon the previous years' learning, and include a term focused on voices, composing and musical appreciation. The curriculum design allows for a progression of skills and development of technical knowledge.

### **How the music curriculum meets the needs of children at Yorke Mead**

At Yorke Mead Primary School we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music together with tuned and untuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

### **How the music curriculum supports the development of children's reading**

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians; which offer explanations of compositions and inform on style and composers. Music is also used to stimulate discussion for creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. Furthermore, music is used to support children in their comprehension skills from film and theatre, taking opportunity to reflect on how music is developing character, atmosphere and setting

## How the music curriculum supports children’s spiritual, moral, cultural, social development

**Spiritual** – Through a well-balanced curriculum, Music provides a variety of opportunities for children to express themselves through singing and using instruments. They are encouraged to compose sound patterns and simple pieces of music in response to stimuli including nature, for example the weather. They can speak about how music makes them feel.

**Moral** – Through musical activities at Yorke Mead, children have opportunities to encounter pieces of music which evoke a range of emotions and raise questions, exploring how music can convey human emotions such as sadness, joy, or anger. They can begin to understand the self-discipline required to perform.

**Cultural** – Music provides excellent opportunities for children to experience work and performances by composers and performers from a variety of cultures. Through listening to the work of musicians and composers they are able to have a range of viewpoints and influences. The children have opportunities to experience some live performances.

**Social** – In Music children are able to collaborate as groups, supporting each other in forming ideas and working towards a common outcome. They listen to others’ ideas and are able to cooperate and share expertise. They begin to learn how music impacts on society through public performance and the media.

## How the music curriculum supports children’s emotional well being

The music curriculum strongly supports children’s personal development, it enables children to be develop the key skills of critical thinking, communication, resilience, creativity, teamwork, self-understanding and growth mind-set.

Children are given the opportunity to give and justify their opinions about their compositions and creations as well as those of others, learning that people can have similar and differing points of view. Through the exploration of a wide range of different composers, cultures and style they learn to value and respect diversity as well as develop an understanding of their place in the world.

Mindfulness and teaching about the brain is incorporated into lessons so that children are prepared to learn and have positive strategies to draw upon when they are challenged in new ways. They learn the importance of developing the right hand side of the brain for the creative process and develop the ability and confidence to look more closely and make connections about the world around them before capturing what they hear.

Unit planning enables the children to develop a growth mind-set and the positive attitude to learning needed to succeed in later life. Teaching and learning allows for children to take risks and face new challenges in their work. Resilience and determination is strengthened through opportunities to work on projects over a number of weeks, in order for each child to become actively involved in their own learning and to have the chance to explore and develop new skills. Regular opportunities are created to enhance each child’s self-esteem through the recognition of each child’s musical achievements within the classroom and across the whole school. Children are given opportunities to perform to an audience (singing or playing an instrument) this helps to enhance their confidence and appreciate their dedication and achievements.

A brief overview of how the music curriculum supports the development of the whole child. Please read this in conjunction with the school document ‘Personal Development at Yorke Mead’.

<b>SMSC</b> Spiritual, Moral, Social & Cultural Development	<b>British Values</b>	<b>Character Education</b>	<b>Cultural Capital</b>	<b>5 Ways to Wellbeing</b>
Cultural development	Mutual respect	Long term goals	Cultural experiences	Connect, keep learning, take notice

## Organisation and planning

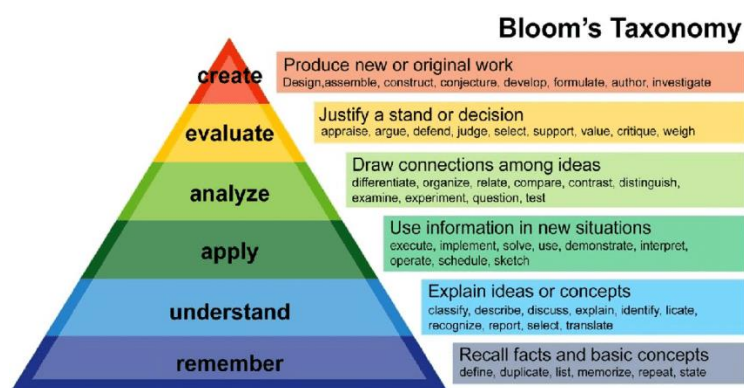
### Organisation

At Yorke Mead we value the team approach and with this in mind we aim to group subjects together so that consistency across similar subjects is maintained as far as possible. This also means subject leaders are not working in isolation.

Music is part of the **Create** team along with *art and English*.

### Planning

Teachers at Yorke Mead are provided with a broad long term plan by subject leaders outlining the curriculum content and learning intentions to be covered throughout the year. It is the teacher's job to outline the delivery of this curriculum in a detailed medium term plan, which may be paper format or powerpoint in style depending on the preference of the teacher. There is no need for teachers to produce individual lesson plans for subjects other than English and Maths, which again may be paper or power point format. The purpose of this is to manage workload of the teachers and to ensure that time spent on planning is the most purposeful it can be to meet the needs of the teachers and the children.



In planning units of work teachers are mindful of the **Bloom's Taxonomy**, recognising that we cannot expect children to apply or analyse skills or knowledge unless we have given them time to both remember and understand this. Bloom's also supports differentiation of learning within the curriculum.

From September 2020 the school will be trialling the Charanga scheme of work with a view to implementing this fully throughout the school if deemed appropriate.

### Progression and Sequence of Learning

Subject leaders have ensured that full coverage and progression of skills are planned for in the curriculum map. Specific instruments and technical vocabulary are allocated to specific year groups in order to show clear progression of understanding.

#### 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 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 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.

At Yorke Mead, music units have been selected for each year group that allow children to progress; building on prior learning and developing both their technical knowledge and skills in a variety of engaging, creative and practical activities. Where possible, units are linked to other areas of the curriculum the children study within that year group.

### **Early Years**

All aspects of our curriculum for Key Stage One and Two build from the Early Years curriculum, which is centred around the needs and interests of the Early Years children at Yorke Mead. Whilst this policy is relevant to all stages of education at Yorke Mead it is essential this is read in conjunction with the EYFS policy.

This music curriculum policy should be read in conjunction with the following policies:

- Yorke Mead curriculum policy
- Teaching and Learning Policy
- Early Years Foundation Stage (EYFS) Policy
- Personal development at Yorke Mead

### **Assessment for Learning**

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings are made of live musical performances for the children to use as self-assessment. On completion of a piece of work, the teacher will assess the work and give oral feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work. Individual class teachers will keep samples of children's work in music for their own evidence.

### **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Currently higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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

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

## **Safeguarding and Safe Practise**

In all areas, at all times, staff at Yorke Mead are aware of safeguarding responsibilities and health and safety. Some aspects of learning naturally require greater need to be aware of planning for safe practise than others. Where there is any form of risk to children staff will have completed a risk assessment to manage this risk and ensure procedures minimise or remove the risk. The school has a number of generic risk assessments to cover those aspects where risk will be evident at all times such:

- When handling tools and equipment
- Using specific materials
- Classroom set up

There are times when children may be more likely to disclose a safeguarding concern, for example as part of a discussion around a piece of music, where they might wish to relay a personal experience or personal feelings that a particular composition triggers. The calm and relaxed atmosphere of a music lesson may also create an environment in which a child feels able to share a concern or worry. Should there be a concern or disclosure from a pupil, staff will always follow the school safeguarding policy.

## **The role of the Music subject leaders**

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy and specific subject and that:

- All required elements of the music curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- Long term planning is available for music to support individual teachers in their planning
- The amount of time provided for teaching music is adequate and the curriculum meets the aims and objectives for each year group.
- Standards within the music curriculum are monitored, meet the expectations and that the head teacher and phase leader is informed of any concerns around this.
- Resources required to deliver the music curriculum are available and accessible to staff.
- The policy and practise within music is updated to reflect current educational research in consultation with the Head teacher, SLT and governors.
- Supporting staff to have the pedagogical understanding necessary to successfully teach the music curriculum, and any required training is brought to the attention of the senior leadership team.
- The school's procedures for assessment meet all legal requirements
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum, allowing the most appropriate individual curriculum needs to be met in consultation with the Head teacher and school SENDCo.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND policies.
- Link governors are kept up to date with policies and procedures linked to music.

This policy should be read in conjunction with the Yorke Mead Curriculum Policy. The following sections are as listed within this policy:

- **Legislation**
- **Roles and responsibilities**
- **Monitoring, reporting and evaluation**

### **Policy Review**

This policy will be reviewed every three years by the headteacher, senior leadership team and governor curriculum team. At every review, the policy will be shared with the full governing board.

### **Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Inclusion Policy
- Relationships Education, Sex and Relationships Education (SRE) and Health Education Policy
- Pupil Premium Policy

### **Appendices**

Attached appendices include:

- Curriculum template Music 2020.doc