



Cledford Primary School and Gainsborough Primary & Nursery School
 A Federation of Cheshire East Primary Schools



Cledford Primary School

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Local Authority Code: 895
 Establishment Number: 3821

Local Authority Code: 895
 Establishment Number: 3810

School Principal: Mr C Adlington

Federation Headteacher: Mrs A J Booth

School Principal: Mrs J Nurse

Federation Curriculum Policy - Music

Reviewed: October 2022

Signed:

Mrs J Sercombe (Chair of Governing Board)

Mrs AJ Booth (Federation Headteacher)

Mrs J Nurse (School Principal GPNS)

Mr C Adlington (School Principal CPS)

Next Review Date: October 2024

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Statement of Intent, Implementation and Impact

INTENT

At Cledford and Gainsborough Primary and Nursery School we value music because it is a powerful and unique form of communication that can change and impact the way children feel, think and act. Exposing children to music during early development helps them to learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. Our aim is that every child should gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a range of historical periods, styles, traditions and musical genres. We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school.

IMPLEMENTATION

The music curriculum at Cledford and Gainsborough Primary and Nursery School is designed to cover the objectives in the National Curriculum and the Early Years Foundation Stage curriculum and is linked to the cross-curricular themes covered in year groups, where appropriate. Through our music lessons, children are actively involved in a wide range of musical opportunities. Children develop their singing voices, using body percussion and whole body actions, and learn to play instruments effectively to create and express their own and others' music. They are taught to understand how music is created, produced and communicated, with lessons focusing on the inter-related dimensions of music, for example pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Our curriculum ensures that children cover different elements of music, learn important vocabulary and develop a good understanding on how music has changed throughout history. In addition to this, all Year 4 pupils are taught by a specialist music teacher to play an instrument such as the violin or guitar.

Alongside our curriculum provision for music, pupils also have the opportunity to learn a musical instrument with peripatetic teachers. Our peripatetic music teaching is organised by the Local Education Authority's 'Music for Life' and lessons are provided weekly for a small set fee paid by the child's parent/carer. Lessons can include guitar, ukulele and piano. We also have a thriving school choir with children performing at school events and in assemblies as well as taking part in a number of events, for example Young Voices, Crewe Out Loud and Sing Fest events. Each year, all pupils enjoy live performances from 'Key Strings' and the 'Pop Project', where they have the opportunity to learn about different instruments and musical styles in a fun, interactive and engaging way. Our annual Arts Week provides opportunities for pupils to explore and experiment with music from other cultures.

We support staff subject knowledge to ensure a good music curriculum is being taught throughout school. As a federation, we use KAPOW as a basis for our curriculum. We also plan regular CPD and staff meetings to review the curriculum coverage within school and develop staff understanding and knowledge.

IMPACT

Our music curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and like other subjects, discrete vocabulary progression also forms part of the units of work.

If children are keeping up with the curriculum, they are deemed to be making good or better progress. We measure the impact of our curriculum through the following methods:

- Pupil voice
- Lesson observations
- A reflection on standards achieved against the planned outcomes

1. Legal Framework

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

- DfE (2013) 'National curriculum in England: music programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and Responsibilities

2.1. The **music coordinator** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the teaching and learning of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all music resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

2.2. Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **music coordinator** about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis.
- Reporting any concerns regarding the teaching of the subject to the **music coordinator** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subject.

3. Early Years Provision

- 3.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.
- 3.2. Provision for early years pupils focusses on four specific areas:
 - Literacy
 - Maths
 - Understanding the world
 - Expressive arts and design
- 3.3. All activities will adhere to the objectives set out in the framework.
- 3.4. In particular, music-based activities will be used to develop pupils' understanding of the world, helping them to comprehend a world beyond their local community.

4. The National Curriculum

- 4.1. The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.
- 4.2. The national curriculum is broken down into a progression of skills, knowledge and understanding within the 'I am a Musician' documents.

KS1 Objectives

- 4.3. Pupils should be taught to:
 - Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
 - Play tunes 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.

KS2 Objectives

- 4.4. 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 down drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

5. Cross-curricular links

5.1. Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

5.2. 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 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.
- Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

5.3. Maths

- Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes.
- Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.
- Music and songs are also used to help cement key aspect of mathematical learning such as number bonds and times tables.

5.4 Personal, social and health education (PSHE) and citizenship

- Music contributes significantly to the teaching of personal, social, citizenship and health education.
- Through the common goal of making music, children learn to work effectively with other people and build up good relationships.
- Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

5.5 Computing

5.6 Computing is used in music where appropriate for compositional purposes.

5.7 Digital research is used to explore composers and genres of music. They also use computing in music to enhance their research skills through the internet.

5.8 Digital musical compositions are explored. Children will explore how technology and the music industry has changed and developed.

5.9 Ipads are used to aid the recording of music so they can go back and make improvements.

Teaching and Learning (Pedagogy)

5.4. Pupils will be taught to describe key characteristics of a wide range of musical styles and genres, as well as understand and use key musical vocabulary.

5.5. Pupils will undertake independent work and have the opportunity to work in groups and as a class to discuss their work/compositions/appreciation of music with their peers.

5.6. Lessons will allow for a wide range of practical activities, including the following:

- Exploration of voice – chants/rhymes/songs
- Exploration of tuned and untuned instruments
- Live music demonstrations
- Whole class instrumental teaching
- Collaborative work
- Compositions
- Appraising
- Researching using secondary sources

5.7. Lessons will involve the use of a variety of sources, including live and pre-recorded musical performances, videos and pictures etc.

5.8. The classroom teacher, in collaboration with the **music coordinator**, 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 pupils.
- Setting tasks of varying difficulty depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

5.9. Opportunities for outdoor learning and practical work will be provided wherever possible.

5.10. Each year group will have the opportunity to undertake an external educational visit, which is music based.

5.11. Feedback

Feedback should:

- Redirect and focus either the teachers' or the learners' actions to achieve a goal
- Be specific accurate and clear
- Encourage and support further effort

- inform future planning, ensuring continuity, progression and appropriate differentiation
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- encourage children to take responsibility for improving their own learning by self-assessment and peer assessment
- ultimately be seen by pupils as a positive approach to improving their learning

6. Planning

- 6.1. All relevant staff members are briefed on the school's planning procedures as part of staff training.
- 6.2. Throughout the school, music is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- 6.3. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: music programmes of study'.
- 6.4. Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 6.5. Long-term planning overviews are used to outline the units to be taught within each year group.
- 6.6. Medium-term planning is used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- 6.7. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 6.8. Medium-term plans will be shared with the **music coordinator** to ensure there is progression between years.
- 6.9. Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.
- 6.10. Short-term planning is achieved by building on medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.
- 6.11. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

7. Assessment and Reporting

- 7.1. Assessing children's learning in music enables teachers to identify pupils' retention of knowledge, misconceptions and next steps.
- 7.2. Pupils will be assessed, and their progression recorded, in line with the school's **Assessment Policy**.
- 7.3. Assessment for learning takes place in each lesson. This may take form of a quick oral recap activity (see agreed school pedagogy for teaching & learning) or a short-recorded task. All tasks are quick and pacy as new learning is priority.

7.4. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

7.5. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time.

7.6. Parents will be provided with a written report about their child's progress during the Spring term every year. These will include information on the pupil's attainment, progress and attitude towards music.

7.7. Verbal reports will be provided at parent-teacher interviews during the Autumn and Summer terms.

7.8. Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

8. Resources

8.1 There are a range of resources to support the teaching of music across the school including a range of practical equipment such as musical instruments and instrumental/vocal recordings and schemes of work for example KAPOW and the BBC Teach Ten Pieces.

8.2 Teachers have access to a wide range of musical instruments and whole class instrumental teaching also takes place.

8.3 Teacher have access to the library service and can order a wide range of books and resources for each area of learning.

8.4 Children have access to the internet through computers, laptops, i-pads and interactive whiteboards.

9. Equal Opportunities & Inclusion

9.1 We are committed to giving all of our children every opportunity to achieve excellence. We do this by taking account of pupils' varied life experiences and needs.

9.2 Our curriculum is broad and balanced and we have high expectations of all children.

9.3 The achievements, attitudes and well-being of all our children matter, regardless of ethnicity, attainment, age, disability, gender or background.

9.4 We actively seek to remove barriers to learning and participation that have the potential to hinder or exclude individuals or groups of children.

9.5 Equality of opportunity must be a reality for our children and we ensure this through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children for whom English is an additional language;
- disadvantaged pupils
- children with special educational needs and disabilities.

10. Staff Development

10.1 Teachers are expected to have good, up to date subject knowledge and to use the materials that are available to them in order to promote the best outcomes for children.

10.2 Training needs are identified as part of our whole school monitoring and evaluation, performance management/appraisal and induction programmes. These needs are reflected in the School Development Plan.

10.3 Ongoing coaching is given, where needed, throughout the year by subject leaders and SLT.

10.4 Staff have the opportunity to observe their colleagues teach as part of an informal coaching programme.

10.5 Subject leaders arrange for relevant advice, resources and information, for example feedback from training, to be disseminated appropriately with colleagues.

10.6 Where necessary, in conjunction with the SLT and in order to secure outstanding subject knowledge, subject leaders lead or organise training for colleagues.

11. Monitoring and Review

11.1. This policy will be reviewed on an **annual** basis by the **music coordinator**.

11.2. The **music coordinator** will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

11.3. Any changes made to this policy will be communicated to all teaching staff.

11.4. The next scheduled review date of this policy is **October 2024**.

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Feedback Policy
- Assessment Policy
- eSafety Policy
- Equal Opportunities Policy