



Slaley First School

Music Policy

Nurturing Ambitious Individuals

Policy Name: Music Policy
Approved Date: July 2022
Review Date: July 2023

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Music Policy

Our School Vision

We believe that a happy child is a successful one. Our vision is to develop well rounded, ambitious and responsible individuals who aspire to achieve their full potential. We will do this by providing a nurturing, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated. We are committed to the families we serve and the community to which we belong.

Curriculum Intent

At Slaley First School, the intent of our Art and Design Curriculum is to offer a broad, balanced, rich and vibrant curriculum that ensures achievement for all learners, no matter their starting point.

In line with our overall intent, teaching **specific vocabulary** is a fundamental part of our art and design curriculum. Terminology is taught and built up over time as the children progress through the curriculum. Children are often challenged to apply their use of this vocabulary in written work, where expectations match those of the English curriculum.

Our curriculum is set out in small **incremental steps** in order to minimise the scaffolding needed. Research by the Education Endowment Foundation indicates that it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. It also indicates that it is important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Our curriculum is therefore designed to build upon prior knowledge and skills. It is **self-reviewing** in the form of flashback four where knowledge gained is consolidated and built upon to ensure behavioural change to long term memory to support retention and recall.

At Slaley First School we believe that each child should be exposed to a broad and rich music curriculum. Music is a unique way of communicating that can inspire and motivate children through opportunities for personal expression. Music can be used to reflect culture and society and so the teaching and learning of music enables children to better understand the world we live in, and it is also important in helping children feel part of a community.

• Our Curriculum Design

Our music Curriculum is designed to allow each pupil to:

- Learn to sing and use their voices in tune with other people
- 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
- Have the opportunity to learn a musical instrument.
- Play tuned and untuned musical instruments with control and sensitivity.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pulse, pitch, duration, dynamics, tempo, timbre, texture and structure.

Curriculum Implementation

Music experiences will be provided for all our pupils on a weekly basis. All planned learning opportunities are outlined in our long term and medium term planning. We believe that music enriches the lives of people, and endeavor to involve as many children as possible in musical activities.

In Early Years, children will learn to: Sing a large repertoire of songs and will be regularly immersed in rhymes and song time. They will be encouraged to listen carefully to rhymes and songs, paying attention to how they sound and play instruments with increasing control to express their feelings and ideas

In Key Stage 1, children will learn to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments and will listen with concentration and understanding to a range of high quality live and recorded music. Children will also experiment with, create, select and combine sounds using the inter-related dimensions of music

In Key Stage 2, children will learn to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children will improvise and compose music for a range of purposes and will listen with attention to

detail and recall sounds with increasing aural memory. Children will also be encouraged to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Our Children's Charter

Our children are entitled to a broad and engaging music curriculum which enables them to:

- Feel successful in their learning, no matter their starting points.
- Have a rich appreciation for different styles of music
- Learn to play a range of instruments
- Have a chance to learn about music throughout history

Inclusion

At Slaley First School, all children will have equal access to the Music Curriculum, regardless of gender, socio-economic background or special educational needs as outlined in the school's Equal opportunities Policy. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents. Suitable, enriching learning opportunities will be provided for all children based on their musical ability. Learning will be explorative and open ended, encouraging all learners to access the opportunities and develop at their own pace.

Curriculum Impact

At Slaley First School, the music curriculum, allows for all children, regardless of starting points, to make progress. Planned lessons will ensure that prior knowledge is continually built upon and the children are continuously growing their knowledge and understanding. Children will demonstrate their ability in music in a variety of different ways. Teachers will make use of technology to capture outcomes of children's learning such as using video and sound recordings of live musical performances. At Slaley First School we believe that by providing children with a rich music education they will be able to apply the skills, such as appraisal, that they have learnt, to different subject areas.

Assessment and Recording

Teachers assess children's work in music in three different phases. There are ongoing assessments made as part of every lesson to help teachers adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Medium-term assessments are also used to measure progress against the key objectives and to help teachers plan for the next unit of work. Mind maps are used to assess the children's knowledge at the beginning of each unit and these are repeated at the end of a unit. Half termly pupil progress meetings discuss individual progress. Teachers make long-term assessments towards the end of the school year and they use these to assess progress against school and national age-related expectations. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents. Subsequent teachers also use previous long-term assessments as the basis for planning work for the new school year.

Links to other Policies

Equality information Policy

Teaching and Learning Policy

Feedback and Marking Policy

Assessment policy

SEND policy

Review

This policy will be reviewed annually by staff and governors

The Governors may however review the policy earlier than this if Government introduce new regulations or if the Governing Body receive recommendations about how the policy may be improved.