



# Curriculum Policy

## Music



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Subject Coordinator 22/23:

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# Music Policy

## What is our vision?

At Marus Bridge Primary School, Children have a secure understanding of musical styles, composers and vocabulary. They use this knowledge to appraise music and describe how it makes them feel. They are inspired to create their own compositions and demonstrate their musical skills related to rhythm, pitch and creativity. Their knowledge shapes their interactions with music in their world.

## Curriculum Aims:

- Children are able to appraise music across a range of genres through performance, review and evaluation.
- Creating music is central to our curriculum. Music is created vocally, using tuned and un-tuned instruments and through the use of technology.
- Musical vocabulary is woven through the curriculum to provide children with a sound understanding of the dimensions of music.
- Children have regular opportunities to showcase and perform music.

## Early Years

### Educational Programme Expressive Arts 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.

## How do we achieve this?

- Year group outcomes are specified within the, 'subject specification document'. Music vocabulary to be discretely taught in each year group is stated within this document.
- The Charanga scheme is used to support the progression of year group outcomes.
- Singing forms part of every music lesson – as supported by the Charanga scheme.
- In EYFS and KS1, children have regular access to un-tuned percussion instruments.
- In Y3, children learn to play the Glockenspiel (tuned percussion).
- In Y4, children have the opportunity to learn a brass instrument (either cornet or baritone) through completing weekly 45 minute session with the Wigan Music Service (WMS).
- In Y5, all children will continue to learn to play the glockenspiel.
- Once children enter KS2, they have the opportunity to participate in a range of extracurricular musical activities including: the KS2 choir, the bi-annual Wows Music Festival, the annual talent contest, private music lessons from the WMS
- Regular training is given to staff through the WMS and updates from the Music Coordinator.

## Scheme of Work:

We use selected units from Kapow as our scheme of work (effective from Sep 2023)

## Resources:

The following resources are available to teaching staff to ensure that delivery fully meets our aims and vision for this subject area:

- Access to the Charanga online portal (username and password to be obtained via the music coordinator).
- Music Express Books – See individual class teachers for year group booklets.
- A wide range of un-tuned percussion instruments (located in the music room.)
- A class set of 30 percussion instruments to aid easy access and lesson preparation (located in the music room.)
- 20 glockenspiels for whole class delivery (located in the music room.)
- 60 recorders with cases (kept within Y5 classrooms and labelled for individual pupils)
- A drum kit, 2 x keyboards and a range of music stands to support private music tuition (located in the music room.)

## Assessment – How do we assess skills and understanding?

Music progression is assessed 2 times in each academic year. These assessment periods will follow 'Knowledge Review Week' which provides teachers with an opportunity to recap prior knowledge and assess what the children have retained in reference to the music objectives. Class teachers (and any other member of staff/external providers teaching music in a particular class) will grade the children's development towards reaching the year group objectives for music. All assessments in music are based on teacher observation. The following gradings will be given:

**B2** – Child has a specific SEND which prevents them from meeting the objectives.

**B1** – The child has not met/retained the year group objectives.

**E1** – The child has met/retained the objectives.

**A1** – The child has met the objectives with a large degree of independence. They have made outstanding progress towards the outcomes and show musical talent. They may also participate in extra-curricular musical activities which has enhanced their skills. They use their knowledge of musical vocabulary without prompt when appraising music and justify their musical preferences.

This assessment will be shared with parents within their End of Year Report. If a child is working below the expected standard, the music coordinator is available to offer support. In Y4, the WMS will also identify a number of children and 'Gifted and Talented' mid-way through the year. These children will be sent a letter from the WMS inviting them to join a band outside of school.

## Expressive Arts and Design

### **ELG: Being Imaginative and Expressive**

- 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.

## Health and Safety

- Glockenspiels are stored in trollies to avoid carrying heavy objects.
- Children should be supervised at all times within the music room.
- Members of staff should not attempt to move items out of the music room/off the top shelf without seeking help from a member of staff with ladder training.
- Children are to be briefed on safety information when handling instruments – for example, not playing loudly in someone else's ear and not putting small parts of the instrument into mouths (particularly important in EYFS).

## Inclusion and Safeguarding Considerations

The class teacher is responsible for considering IEPs of individual children before delivering a music lesson – or informing external providers of any additional needs. For example, some children may need ear defenders or may find the emphasis on performance particularly challenging. Staff should also be aware that music can often provoke strong emotions in children and to be particularly sensitive to this when planning lessons. Any external providers must provide evidence in the office of the Enhanced DBS before being left alone with pupils. They must also be reminded of the importance of not using mobile phones within the school.

## Other Points/Considerations:

Any members of staff who have requests for training or musical instruments/resources should discuss this with the music coordinator and put in an order request as required. The music room is predominantly used for music lessons run by the WMS. Although staff members can use this as a work room when it is vacant, they should always consult the timetable on the music room notice board and allow music lessons to take priority.

## Monitoring and Review:

The music coordinator will complete 2 audits within each academic year. These audits will assess children's understanding of their year group content and explore how music is being delivered in each year group. At the start of each academic year, the music coordinator will use previous audits to develop an action plan for the subject focusing on key areas of improvement. These improvement targets will be shared with all staff and progress towards meeting them will be assessed during future audits and when data is collected. Support will be offered to any year groups who require additional information and guidance. This may be done by: discussing assessment methods; modelling lessons; inviting teaching staff to observe the music coordinator; providing training or observing lessons and providing constructive feedback.



## Appendix 1

From September 2023, we will be using a bespoke scheme of work from Kapow. Please see the selected units below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Exploring Sounds		Music and Movement		Musical Stories	
<b>Year 1</b>	Musical Vocabulary (Theme: Under the Sea)		Classic Music – Dynamics and Tempo (Theme: Animals)		Timbre and rhythmic patterns (Theme: Fairy tales)	
<b>Year 2</b>	On this island: British songs and sounds		West African call and response song (Theme: Animals)		Musical Me	
<b>Year 3</b>	Ballads		Jazz		Traditional instruments and improvisation (Theme: India)	
<b>Year 4</b>	Brass	Brass	Brass	Brass	Brass	Brass
<b>Year 5</b>	Classical and Romantic Composers (Non Kapow Unit)		Looping and Remixing		Blues	
<b>Year 6</b>	Dynamics, pitch and texture (Fingal's Cave)		Songs of WW2		Composing a Leavers' Song	