

Subject Key Specification Policy



Music



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Rationale

Trust Level

This document was created in conjunction with Music subject leads across the primary arm of the Rowan Learning Trust (RLT). Through this collaborative approach, '[Stage Descriptors](#)' were identified and agreed upon on a trust level. These descriptors provide a list of objectives which each school uses as their baseline/non-negotiable objectives, providing a moderated approach to the content delivered in Music lessons across the RLT. Music leads across the Trust worked together to ensure that these Stage Descriptors met the National Curriculum Aims and Objectives.

School Level

Using these Stage Descriptors, each school within the RLT has personalised their curriculum to suit their context and individual needs. Here at Marus Bridge Primary School, the Stage Descriptors act as a baseline to our 'End Points Document', which lists each objective to be taught within each individual topic. Topics and End Points have been selected with a great deal of purpose to reflect the intent of our curriculum at Marus Bridge and ensure that knowledge is sequential and interconnected.

Music Intent, Implementation and Impact

Music Intent

We intend for our children to develop 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.

We aim for our pupils to have every opportunity to engage in their musicality, from learning a brass instrument to joining the school choir. During their time at Marus Bridge, we aim to provide children with a solid basis for musical appreciation and give them the early exposure and experiences necessary for future musical success and enjoyment.

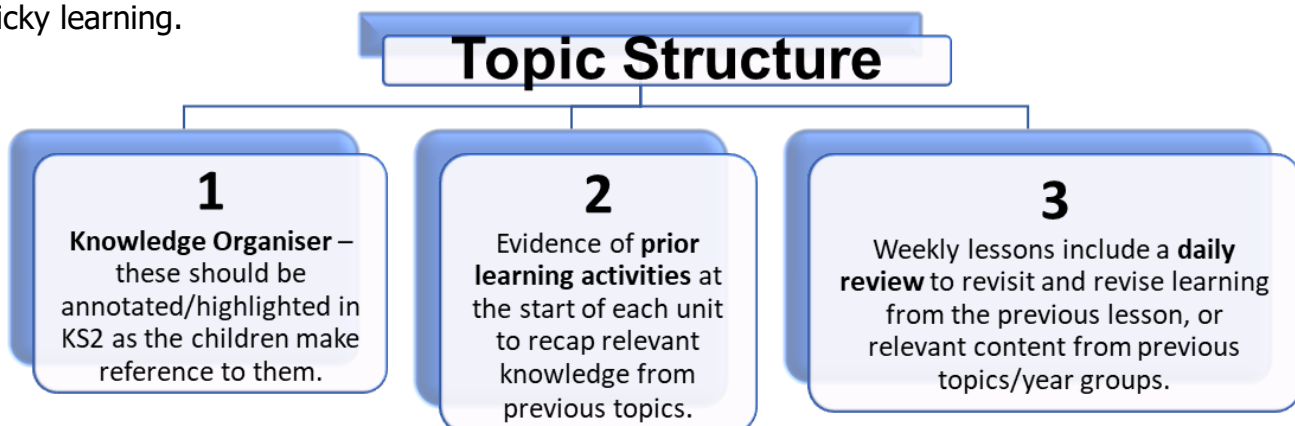
Music Implementation

Music is taught for a minimum of 45 mins per week in every classroom on a half termly basis (although this is delivered more holistically in EY and Y1). All planning for music is supported by and **adapted from, the Kapow scheme** of music. Strands such as composition, singing and notation run through our curriculum to ensure that children build upon their knowledge year-on-year, providing a **progressive approach**.

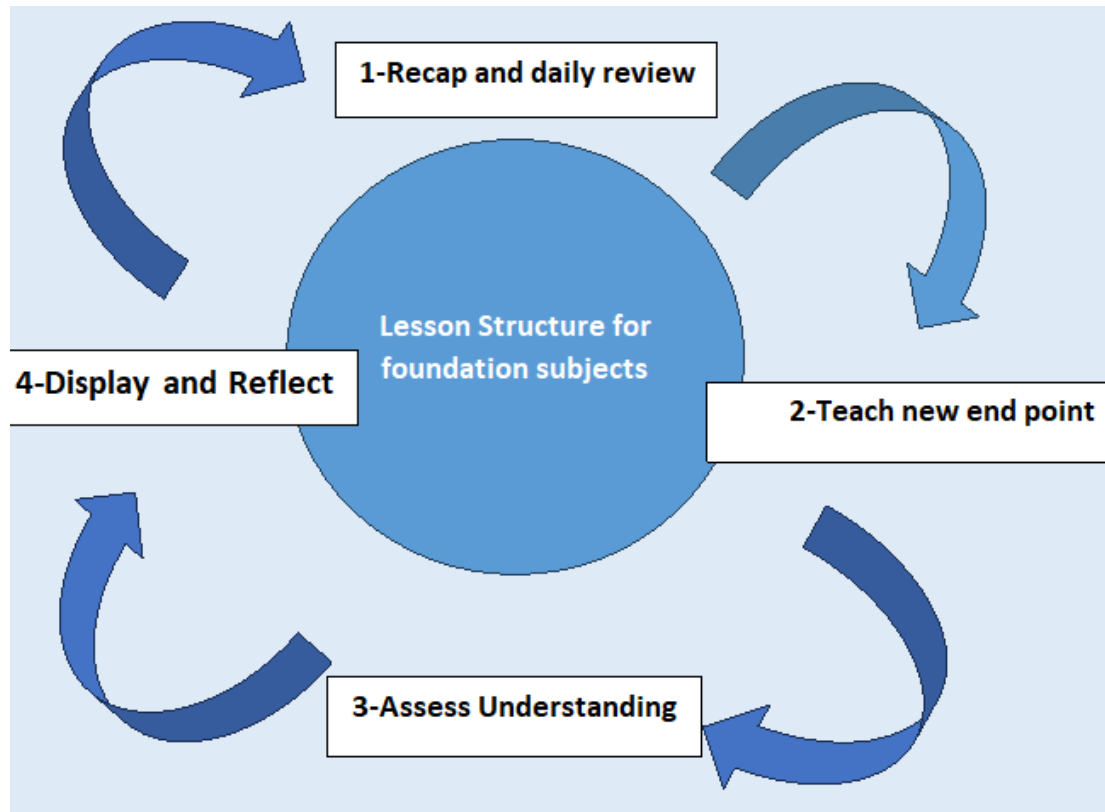
To support the acquisition of musical vocabulary, tier 2 vocabulary has been carefully selected by the subject lead, and vocabulary reoccurs through the curriculum to support overlearning (See End Points document for **colour coding of vocabulary**). This vocabulary includes the dimensions of music which underpin our appraisal and composition process.

We offer a '**depth over breadth**' approach to our curriculum by teaching all notation through tuned percussion (glockenspiel) from Y2 to allow for progression. However, in Y4, children participate in the 'Wider Opportunities' programme through our local music service (Wigan Music Service) and learn to play a brass instrument. This broadens children's exposure to different musical groups and also allows them to move quickly onto songs using a broad spectrum of notes, building upon prior knowledge of notation.

The framework below is implemented in each Music topic across the school (Y1-6) to support sticky learning.



In addition to our topic structure, teachers also plan lessons which follow our lesson structure below:



Our MB10 (see separate document) is also used across the breadth of the curriculum to ensure that cognitive learning strategies are used as a pedagogical tool to support effective teaching and learning.

Music Impact

Our children love music and talk about their experiences very positively. They are able to appraise music and create their own, using key elements of the interrelated dimensions of music to structure their conversations. When asked, they are able to articulate appropriate answers to our End Point questions. They value the creative nature of the subject.

In terms of data, at the end of the 23-24 academic year, 82.4% of children reached the expected standards in Music. As a trust, our moderation process concluded that 80% is the average across the Trust.

National Curriculum Aims and Objectives

National Curriculum Objectives	
KS1	<ul style="list-style-type: none">• 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 interrelated dimensions of music
KS2	<ul style="list-style-type: none">• 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 interrelated 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

Stage Descriptors

Stage Descriptors (agreed upon on a Trust level)

EYFS	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • 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. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
KS1	<p><u>Performing:</u></p> <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory • Sing collectively and at the same pitch • Respond to simple visual directions and counting in • Use call and response songs to control vocal pitch and to match the pitch they hear • with accuracy <p><u>Appraising:</u></p> <ul style="list-style-type: none"> • Begin to recognise the 7 elements of music when listening to a range of musical pieces. (live and recorded) • Pitch – high & low • Tempo – fast & slow • Dynamics – loud & soft • Timbre - different sounds are made by different instruments • Rhythm – long & short sounds • Texture – thick & thin • Structure – verses, chorus • Express an opinion about music using above language to explain why • Listen and discuss music from different contexts <p><u>Composing:</u></p> <ul style="list-style-type: none"> • Understand the difference between a rhythm and pitch pattern • Combine vocals and instrumental sounds • Use tuned and untuned percussion instruments
LKS2	<p><u>Performing:</u></p> <ul style="list-style-type: none"> • Sing a broad range of songs with increasing accuracy, fluency, control and expression. (in two parts, rounds, unison) • Play and perform in solo and ensemble contexts <p><u>Appraising:</u></p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds heard. • Use the language used on KS1 more confidently to describe musical pieces. • Understand stylistic features of different genres. • Begin to develop understanding of the history of music. (modern artists and composers) <p><u>Composing:</u></p> <ul style="list-style-type: none"> • Improvise on a limited range of pitches on the instrument they are now learning • Introduce basic written notation (graphic scores) • Compose music for a range of purposes

UKS2

Performing:

- Continue to sing in 2 or more parts
- Perform from a score with expression, accuracy and fluency
- Work as a group to perform a piece of music

Appraising:

- Use musical vocabulary accurately to evaluate their own and each other's work
- Use musical vocabulary accurately to evaluate a range of musical pieces
- Have an understanding of the history of music (composers, modern artists and traditions and cultures)
- Listen with attention to detail and recall sounds with increasing aural memory.

Composing:

- Capture and record creative ideas using graphic symbols and staff notation
- Improvise coherently within a given style



Music Planning at Marus Bridge

Long Term Plans

Each year group provides LTPs which give an overview of the learning/topics which will take place over the course of the year. These are shared with parents on our website.

Medium Term Plans

MTPs are completed by class teachers every half term. The MTP maps out the sequence of objectives to be taught within the Music topic for that half term. MTPs list the lesson objectives (presented as a WALT to the children) and documents the basic overview of the lessons. Weekly plans, PowerPoints and lesson resources are then saved in the staff Shared Area and audited by the subject and curriculum lead annually.

Scheme of Work

The following topics/scheme of work is followed here at Marus Bridge. Although these topics have been taken from Kapow, we have carefully selected these specific units to provide progression across our curriculum. This is to ensure that our curriculum is bespoke to our context. Objectives for each topic can be found within the Music End Point Document.

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

Music Assessment at Marus Bridge

In Reception, children are assessed against the Early Learning Goals for 'Expressive Arts and Design'. For children in Years 1 - 6, children are summatively assessed in Music at the end of each academic year on Arbour (our internal assessment system). These assessments are based on children's engagement, retention and articulation of the 'End Point' objectives for their year group. To inform these assessments, class teachers keep a log of children's achievement in each topic in their 'formative assessment' booklets, along with any notes to support their judgements.

The following assessment strategies support teacher observation and data collection:

- Informal quizzes
- Classroom questioning
- Daily Review analysis
- Questionnaires
- Self and peer assessments
- Presentations
- Speaking and listening activities
- Prior learning activities
- Knowledge Review Week activities
- End of unit formative assessments (completed a few weeks after the topic has finished)

At the end of each academic year, each child is assigned one of the following gradings on Arbour:

PKS (Pre-Key Stage)	Children have not been exposed to the full curriculum due to a significant SEND.
HNM (Has Not Met)	Children can't articulate answers to the majority of the questions listed in the End Point document for this subject.
EXS (Expected)	Children can articulate answers to the majority of the questions listed in the End Point document for this subject.
Gifted and Talented	Children show a specific talent for an aspect of the subject.

Resources:

The following resources are available to support the delivery of the Music curriculum at Marus Bridge:

- Knowledge Organisers for each topic (available on Kapow but adapted to suit our curriculum)
- Topic planning resources (Collated in the planning folder)
- 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.)
- 30 glockenspiels for whole class delivery (located in the music room.)
- 60 recorders with cases (for enrichment club)
- A drum kit, 2 x keyboards and a range of music stands to support private music tuition (located in the music room.)

Health and Safety

- Glockenspiels are stored in trollies to avoid carrying heavy objects.
- Children should be supervised at all times within the music room.
- 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).
- If recorders/mouth pieces are used, they are sterilised between each user.

Safeguarding Considerations

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.

Inclusion Considerations

The class teacher meets the needs of the most able and SEN by differentiating Music lessons through levels of support provided and adopting a mastery approach. Children identified as having additional Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's I.E.P. (Individual Education Plan). More able children will be challenged and motivated by greater differentiation of challenge. The class teacher also aims to identify those children who may be gifted in Music and provide them with appropriate learning opportunities. All children will be given opportunities to participate on equal terms in all Music activities and due consideration will be given to the principles of inclusion.

As a school, we use our 'SEND Toolkit for the Wider Curriculum' to ensure every child's needs are met in Music:

Non-Negotiable Adaptions
(should be considered in **EVERY** lesson):

- 1) **Reduce** the amount of knowledge to be learnt (3-4 pieces maximum)
- 2) **Concentrate on the content**, not the task
- 3) Link to **prior-knowledge**
- 4) **Limit admin tasks** (avoid spending too much time on admin which may hinder cognitive load – such as cutting out or writing long WALTs)
- 5) **Model activities** (I do – we do- you do)
- 6) **Consider IEPs/EHCPs** (Ie – consider how a hands-on activity might affect those with sensory needs and adapt appropriately. Consider whether buff printing will be helpful)

Possible Adaptions
(Select where appropriate for each subject/lesson):

<p style="text-align: center;">Visual Aids</p> <p>Provide images to explain vocab/concepts rather than wordy definitions</p>	<p style="text-align: center;">Key Vocabulary Banks</p> <p>Using vocab from the End Points, reduce the number and send some key vocab home, or rehearse in school.</p>	<p style="text-align: center;">Continuous Provision</p> <p>Provide an alternative hands-on activity for the children to access.</p>	<p style="text-align: center;">Pre-Teaching</p> <p>Could a member of staff/a volunteer give some input before the lesson?</p>
<p style="text-align: center;">Mixed Ability Groups/Pairs</p> <p>Try to limit group size to 3 children to ensure that all children are actively involved. Give SEND children a specific role within the group.</p>	<p style="text-align: center;">Print Longer WALTs</p> <p>Depending on individual needs, this may help some SEND children to reduce cognitive load.</p>	<p style="text-align: center;">Adapted Knowledge Organiser</p> <p>Reduce the vocabulary and provide visuals.</p>	<p style="text-align: center;">Differentiated Texts</p> <p>If using texts/books as the source of information, differentiate the text/book. Use online sources for this for workload</p>
<p style="text-align: center;">Provide Additional Adult Support</p>	<p style="text-align: center;">Provide Additional Brain Breaks</p>	<p style="text-align: center;">Simplified Recording Methods</p> <p>Such as a reduced table in science, or a partially completed bar chart</p>	<p style="text-align: center;">Differentiated Research Sources</p>
<p style="text-align: center;">Consider Timings of Interventions</p> <p>Ensure that children do not miss a whole unit/input for intervention.</p>	<p style="text-align: center;">Reduce Distractions</p> <p>(In a lesson such as music, would excess noise prevent children from engaging? Could they complete the lesson in a quieter spot?)</p>	<p style="text-align: center;">Adapt the Apparatus</p> <p>Eg – provide larger equipment in PE etc...</p>	<p style="text-align: center;">Individual Interests</p> <p>Tap into individual interests to help represent information. Eg – a child who loves drawing might make a picture to represent what they've learnt in Music</p>



Subject Monitoring:

The Music coordinator will complete one audit within each academic year to assess children's understanding and monitor teaching against the National Curriculum and End Point Objectives. This will focus on sampling children's work/books, child interviews and lesson drop ins/observations.

Music is audited in the summer term each year, and an action plan for the following 12-month period is devised in response to the audit.

In the spring and autumn terms, the Music lead will be given time (up to a full day each term if needed) to implement actions to support their action plan targets and provide support when needed. 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.

Governors are to be provided with an update each term in relation to the subject development. The Governor currently assigned to Music at Marus Bridge is Mrs Pitts.



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.

