



**Neatishead and Salhouse Federation**

# **Music Policy**

<b>To be reviewed annually</b>	<b>Neatishead &amp; Salhouse Federation Primary Schools</b>
<b>Last reviewed</b>	<b>Feb 2018</b>
<b>Due for review</b>	<b>Feb 2019</b>

# Neatishead and Salhouse Federation

## Music Policy

### 1. Introduction:

At Neatishead and Salhouse Federation, the music curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception classes and Fledglings.

### 2. Values:

Our Christian core values of respect, responsibility, perseverance, courage, compassion and trust are embedded in all we do.

We seek to share and enjoy our learning making it as much fun and as relevant as possible providing a joined up learning experience for children through an aspiring curriculum which takes account of children's interests.

Every child is valued as an individual; we aim to nurture enthusiastic, independent, resilient and confident children who will develop life-long learning skills.

We support the emotional, physical and cognitive development of every child in a nurturing environment adopting the THRIVE approach and encouraging them to be creative, unique, open-minded, respectful of themselves and of others in our school, our local community and the wider world.

We take our responsibility to prepare children for life in modern Britain seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

### 3. Aims:

To ensure all pupils by the end of Key Stage 2:

- 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.

### 4. Pedagogy and Curriculum

#### Early Years:

Children will begin to develop an awareness of music through activities linked to 'Expressive Arts and Design' as outlined in the Early Years Foundation Stage Curriculum.

## **Key Stage 1:**

Pupils will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned 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 will 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.

## **5. Assessment for Learning:**

### **Formative Assessment**

Formative assessment is a crucial element in children's learning. It is intrinsic to Assessment for Learning - the improving of learning through assessment. Within music, teachers will:

- Set learning goals for the children.
- Discuss these goals with the children so they understand what they are aiming for.
- Take the learning goals from the knowledge, skills and understanding laid out in the National Curriculum Music guidance.
- Use open-ended, interesting questions and scaffold their learning to help them succeed.
- Give frequent feedback to children about how they are doing and how they can improve.
- Actively involve all children in their own learning through, for instance, discussion and debate with peers and teacher; assessing, reviewing and reflecting on their own performance.
- Use on-going informal assessment (based on observation; discussion; questioning; written and creative work) to adjust teaching and progress the children's learning.
- Notice that speaking and listening are central to formative assessment.

## Summative Assessment

Pupils are assessed at the end of KS1 and KS2 against the following criteria:

<b>KS1 criteria:</b>
Expressive use of voice when singing songs and speaking verse
Able to play a tuned instrument musically
Able to be play untuned instrument musically
Listen with focus to a range of live and recorded music
Experiment and create combinations of sounds

<b>KS2 Criteria</b>
Able to perform solo and ensemble using voice and instrument
Improvise and compose music for a purpose
Demonstrates aural memory
Uses and understands staff and musical notation
Has an understanding of the history of music
Appreciate live and recorded music from different traditions, composers and musicians

## Progression

Pupils across all years complete an identical activity annually. Teachers analyse pupils' responses looking for evidence of progression across year groups and using analysis to inform planning. (This approach to evidencing progression will be adopted at Neatishead during 2017-2018 and at Salhouse 2018-2019)

## 6. Environments for Learning:

Creative ways will be found to enhance school spaces to support the teaching and learning of music. The library will be appropriately resourced. Visits, visitors and resources will be used to support pupils develop techniques, including their control of different materials, with creativity and experimentation. Cross curricular themes will be used to support the teaching and learning of music.

## 7. Pupil and Family Support:

### Inclusion

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning. Our music curriculum is inclusive and promotes a growth mind set in all our children. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

## **Home Learning**

Regular 'Parent Plans' are shared with parents and carers by each class teacher with guidance on home learning activities which will support learning.

## **Reporting**

Regular Structured Conversations/Parents' Consultations are scheduled when pupils' progress and attainment are discussed and targets set. A formal written report is issued at the end of the academic year.

## **Health and safety**

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations.

## **8. Roles and Responsibilities:**

### **Leading**

The teaching team in each school work collaboratively to lead and develop the music curriculum.

### **Monitoring**

The headteacher, senior leadership team and governors monitor the effectiveness of the music curriculum.