



St Luke's C of E (Aided) Primary School

Music Policy

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Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, is given the opportunities to thrive and flourish and that each person is treated fairly and well which is demonstrated through our school vision.

Our Vision

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that,

'we can do all things through Christ who strengthens us'

Philippians 4:13.

The school's Music policy, driven by our vision, motto and core values is a key factor in the success of our school Mission which states:

Our mission will be driven by our vision, motto and values so that together, **we can do all things through Christ who strengthens us.** We will:

- Foster a secure, happy, and nurturing Christian environment where all can **aspire, believe and achieve.**
- Offer a well-disciplined school in which high expectations encourages **friendship** and **forgiveness.**
- Establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can **achieve** their God-given potential.

Spirituality In the Music Curriculum

At St Luke's our curriculum reflects our Theologically Rooted Vision. In every area we provide opportunities to ensure that the curriculum and extra-curricular opportunities meet the spiritual needs of all learners. In Music opportunities for spiritual development may be seen through activities which allow pupils to **encounter** ideas, **reflect** on their experience and have opportunities to **respond** to what they have learned such as

- Exploring feelings: expressing themselves through composition and improvisation

- Appraising and responding to a wide range of musical styles and traditions eg movement, opinion, reproduction, performance

Spirituality in Music will be monitored through lesson observation, book trawl, pupil voice and learner action.

Our Vision

Where every child engages in a varied range of high-quality music experiences which inspire confidence, value, and pleasure in music. They build up their competence to appreciate, appraise, create, and perform, using music as a vehicle to express themselves, their thoughts, ideas, understanding and feelings and make sense of the real world.

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

National Curriculum 2014

Aims

The national curriculum for music aims to ensure that all pupils:

- 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.

Progression

To ensure progression from Foundation through to Year 6, to meet National expectations, we have integrated a scheme of work which is based on the Subject Content in the National Curriculum for music. The expectations for each unit are based on the Age-Related Expectations (AREs) in our Learner Profile for music.

The scheme of work ensures that each pupil is taught a broad and balanced curriculum where key skills, knowledge and understanding are introduced, developed, and extended in order to fulfil our vision. Both within and across each phase, there are opportunities to revisit and build upon prior knowledge and learning.

Teaching and Learning

Music is taught primarily as a discrete subject using the scheme Charanga with occasional lessons linked to current topics when appropriate. Teachers are responsible for ensuring coverage of the Learner Profile statements and the assessment of pupils' progress (see assessment section below). There are opportunities for teachers to choose whether to enhance weekly sessions with a topic-based lesson according to each year group's timetable and needs. Pupils are encouraged to

consolidate their learning of key skills through independent learning activities and cross-curricular links.

A curriculum overview identifies the units of work to be covered each term and the corresponding aims and objectives to be taught. Assessment outcomes and related vocabulary are identified on the Music Learner Profile, Music Assessment Grid and Vocabulary Progression document. Short term plans are completed and used to focus on teaching Key Skills and knowledge each lesson or by annotating and adapting the Charanga planning that is provided to ensure it is tailored to the needs of the pupils. Planning is completed by each teacher and shared on the designated platform. Planning should be available so that it can be monitored by the Subject Team, on a regular basis.

The school uses a variety of teaching styles in Music lessons. We do this through a balance of direct teaching, modelling, group activities and individual tasks. Teachers share learning objectives (WillBBa) with pupils to encourage them to be reflective learners at all stages. Teachers share the success criteria (WILF) to support pupils in achieving the desired outcome. Attention is drawn to good examples (WAGOLLs) of individual performance as models for the other pupils. Planned opportunities ensure that pupils are encouraged to evaluate their own ideas and methods, and the work of others, communicating what they think and feel about them.

We recognise the fact that we have pupils of differing ability in all our classes, and so we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies including scaffolding, modelling, peer support and adult support.

Pupils in Years 5 and 6 are offered the opportunity to learn a brass instrument. This is based on the results of a music aural test/assessment based on criteria set by Wolverhampton Music Service. These sessions take place on a weekly basis within a school day.

Extra curriculum activities, workshops and performances are planned across the year to enhance and further enrich the music provision and provide children with a range of experiences including the opportunity to hear and perform live music.

Inclusion

Teaching follows the guidelines of the whole school policies for equal opportunities, SEND and EAL. Planning ensures that all abilities and learning styles are catered for; all staff are responsible for both supporting and challenging pupils. Teaching is generally in mixed ability groups enabling peer support and independence within the groups.

Monitoring

At St. Luke's there is a yearly monitoring plan for all subject areas, linked to the School Improvement Plan (SIP). Monitoring can take the form of work trawls, learning walks, planning trawls, pupil interviews and observations. Feedback from this monitoring, informs further developments within the subject.

Assessment, Recording and Reporting

In the Foundation Stage, class teachers are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do through informal day to day observations. In Key Stages One and Two, teacher assessments are made against the Learner Profile for Music, both within lessons and at the end of a unit of work. Teachers will complete the standardised summative record sheet for Music at the end of each term.

These assessments are reported back to parents/carers twice a year, in a Mid-Year Report and the End of Year Report.

Marking and Feedback

When children work in their Learning Journeys, they will use the 'smiley-face' system of marking their own work in relation to the 'Can I?' statement for that session provided by the teacher in the WILF. Staff will also mark in response to the same 'Can I?' statement and provide steps for improvement and progression where necessary.

When children work practically, feedback will be given verbally.

Resourcing

Resources are located in the Foundation Hub by the school hall. Resources are kept in labelled boxes, enabling members of staff to locate equipment quickly and safely. It is the responsibility of all staff to ensure resources are returned to the appropriate place and any resources damaged or low in stock reported to the subject team. There is a yearly budget for Creative Arts and staff are expected to indicate resource requirements at the beginning of the year.

Health and Safety

Health and Safety follows the whole school policy and the appropriate risk assessments are carried out when necessary. (Refer to the Health and Safety Policy and Procedures document and appropriate Risk Assessments)

Each member of staff is responsible for the activities and health and safety of their pupils.

Appendices

Appendix 1: Music Learner Profile

MUSIC LEARNER PROFILE					
	YEAR 1 & 2	YEARS 3 & 4	YEARS 5 & 6	CHALLENGE	
To perform	Through singing (S)	a. I can take part in singing accurately following the melody.	a. I can sing from memory with accurate pitch.	a. I can sing from memory with confidence and controlled breathing.	a. I can sing a harmony part confidently and accurately.
		b. I can follow instructions on how and when to sing.	b. I can sing in tune with control and expression.	b. I can perform solos or as part of an ensemble.	b. I can sing with fluency, accuracy and with expression.
		c. I can make and control long and short sounds using my voice.	c. I can maintain a simple part within a group.	c. I can hold a part within a round.	c. I am beginning to recognise and use the inter-related dimensions of music with increasing sophistication. e.g. different tonalities, scales and musical devices.
		d. I can imitate changes in pitch using my voice.			
		e. I can incorporate a range of moods into my singing e.g. merrily, eerily, woefully.			
			d. I can pronounce words within a song clearly.	d. I can sustain a drone or melodic ostinato to accompany singing.	
	Through playing (P)	a. I can follow instructions on how and when to play an instrument.	a. I can play notes on an instrument with care so that they are clear.	a. I can play from memory with confidence.	a. I can play with fluency, accuracy and expression.
		b. I can name and describe a range of percussion instruments and can play them in different ways.	b. I can perform with control and awareness of others.	b. I can play an instrument with skill.	
		c. I can make and control long and short sounds using instruments.	c. I can perform rhythmically simple parts that use a limited range of notes.	c. I can sustain a drone or melodic ostinato with an instrument.	
		d. I can keep a steady pulse when playing instruments.			
e. I can play simple patterns and accompaniments in the time with a piece of music.		d. I can perform from a stave notation with support e.g. colours, letters.	d. I can perform from a simple stave notation.	b. I can perform from a stave notation.	
	f. I can perform from simple notation e.g. pictures, symbols.	e. I can name instruments that belong in each family group.	e. I can name all the family groups and can say why an instrument belongs to it.		
To compose (C)	a. I can create musical patterns that involve long and short, loud and quiet, high and low.	a. I can compose and perform melodic songs.	a. I can create songs with verses and a chorus.	a. I can compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.	
	b. I can choose sounds to create an effect.	b. I can create repeated patterns with a range of instruments.	b. I can create rhythmic patterns with an awareness of timbre and duration.	b. I can combine a variety of musical devices, including melody, rhythm and chords.	
	c. I can choose carefully and order sounds in a beginning, middle and end.	c. I can create accompaniments for tunes including drones.	c. I can use drones and melodic ostinato (based on the pentatonic scale).	c. I can convey the relationship between the lyrics and the melody.	
	d. I am beginning to combine several layers of sound with an awareness of the combined effect.	d. I can compose music that combines musical elements.	d. I can thoughtfully select elements for a piece in order to gain a defined effect.		
		e. I can use sound to create abstract effects.	e. I can use digital technologies to compose, edit and refine pieces of music.		

To transcribe (T)		f. I can use digital technologies to compose pieces of music.		
	a. I can use symbols to represent composition and use them to help with a performance.	a. I can devise non-standard symbols to indicate when to play and rest.	a. I can recognise the notes E \flat B \flat D \flat F and FACE on the musical stave.	a. I can use the standard musical notation of a crotchet, minim and semibreve to indicate how many beats to play.
		b. I can begin to recognise the notes E \flat B \flat D \flat F and FACE on the musical stave.	b. I can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	b. I can read and create notes on the musical stave.
		c. I can begin to recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.		c. I can identify the purpose of the treble and bass clef.
				d. I can recognise the sharp and flat symbols. e. I can use and understand simple time signatures.
To describe music (D)	a. I can recognise changes in timbre, dynamics and pitch.	a. I can use the terms: duration, timbre, pitch, beat, tempo, texture and the use of silence to describe music.	a. I can choose from a wide range of musical vocabulary to accurately appraise and describe music.	
	b. I can identify the beat of a tune.	b. I can evaluate music using musical vocabulary to identify areas of likes and dislikes.		
	c. I can use a growing music vocabulary of words, signs or symbols to describe what is played and heard.	c. I can understand layers of sound and discuss their effects on mood and feelings.		
To take inspiration from the greats (classic and modern) (I)	a. I have listened to music from a range of composers/musicians/artists and cultures.	a. I have listened to music from a range of composers/musicians/artists and cultures.	a. I can describe how lyrics often reflect the cultural context of music and have social meaning.	
	b. I have listened to music of different genres, cultures and times.	b. I can identify the genre of a piece of music.	b. I can identify different composers/musicians/artists within a genre.	a. I can explain why a piece of music belongs to a genre.
	c. I can say what I like/dislike about a piece of music.	c. I am beginning to identify how music has changed over time.	c. I can place composers/musicians/artists on a timeline.	

