



*Confidence. Persistence. Getting Along. Organisation. Resilience.*

## Music Policy

### Intent

At Edisford Primary School, our music curriculum intends to inspire creativity and self-expression, whilst developing the five areas of successful characteristics that underpin our school ethos. We hope to foster a lifelong love of music, igniting a passion for music across diverse musical experiences. We believe that providing opportunities for all our children to perform, will enable them to become confident, reflective musicians.

### Aims

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group.
- Create and compose music on their own and with others.
- Use technology appropriately when composing.
- Have opportunities to learn a musical instrument.
- Understand and explore how music is created, produced and communicated.
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles.
- Use and understand musical language and include musical features in their own work.
- Make judgements about the quality of music.
- Have opportunities to play a variety of instruments.
- Have different opportunities to take part in performances.

### Key Components of the Music Curriculum

1. Singing
2. Listening
3. Composing and Improvising
4. Musicianship and Performing

## Organisation

Music at Edisford is covered in a holistic way, through our Endeavours and Flairs badge schemes and throughout the rest of the curriculum

## EYFS

Music is taught in a variety of ways in Reception.

- Small, focused activity groups to learn songs and play instruments linked to the half-termly topic. Children clap out beats or rhythms, they use their bodies to make sounds.
- Whole-class learning nursery rhymes and songs.
- Class shows at Christmas – performing to an audience.
- Reception and KS1 weekly assemblies

## Implementation of Music Curriculum – Teaching Methods

We have used the Model Music Curriculum and the document *The Power of Music to Change Lives*, which informs the MMC. We have designed a bespoke curriculum of music using these documents as a starting point.

## KS1

<b>Singing</b>	Flair for Performing Arts/ Flair for Music Reception and KS1 weekly assemblies Christmas Show French lessons
<b>Listening</b>	Flair for Performing Arts/ Flair for Music, Musical Appreciation each day (Shared file of music) French lessons
<b>Composing and Improvising</b>	Flair for Music
<b>Musicianship and Performing</b>	Flair for Performing Arts/ Flair for Music Reception and KS1 weekly assemblies French lessons

## Amount of Teaching Time

This amounts to 8 hours per year group for Flair for Music and 16 hours per year group for Flair for Performing Arts.

In total, children study music for at least 24 hours (24 lessons) of each school year. This doesn't include French lessons, where children learn new vocabulary through songs and other

subjects such as History. It also doesn't include the Musical Appreciation, where children listen to different types of music from week to week.

By teaching children in smaller groups (10 children) in Flair for Music, a higher quality of music is taught. Children learn to play claves and xylophone instruments through Flair for Music. Each day, children listen to musical pieces which are themed by week in class. This builds up their experience of listening to and identifying different types of music.

## KS2

<b>Singing</b>	Musician Endeavour Performing Arts Endeavour Christmas Show (Y3 – Y6) Year 6 Show (Y6) French lessons
<b>Listening</b>	Musician Endeavour Performing Arts Endeavour Musical Appreciation each day (Shared file of music) Christmas Show (Y3 – Y6) Year 6 Show (Y6) French lessons
<b>Composing and Improvising</b>	Musician Endeavour
<b>Musicianship and Performing</b>	Musician Endeavour Performing Arts Endeavour Christmas Show (Y3 – Y6) Year 6 Show (Y6) French lessons

## Amount of Teaching Time

This amounts to 16 hours of teaching (2 x one afternoon a week x 8 weeks) for Musician Endeavour badge in a two year rotation and 16 hours every year for Performing Arts.

In total, children study music for at least 24 hours (24 lessons) of each school year. This doesn't include French lessons, where they learn new vocabulary through song and other subjects such as History, where they learn songs to remember significant events. It also doesn't include the Musical Appreciation, where children listen to different types of music from week to week.

By teaching children in smaller groups in Endeavours (18 children), a higher quality of music is taught. Children learn to play recorders, xylophones and marimbas. They also learn other

percussion instruments. Each day in class, children listen to musical pieces which are themed by week. This builds up their experience of listening to and identifying different types of music.

### Range of Musical Opportunities

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in activities such as: weekly singing assemblies, at KS1, a whole key stage performance topic in the Autumn term and year 6 in the summer term, a school choir, marimba club, talent shows, visiting musicians and regular trips to stage and theatre productions. The elements of music are taught practically, by musicians, in small, focus groups, in 2 hourly lessons, over 8 week blocks. Here students learn how to play tuned percussion instruments and the recorder. In doing so they understand the different principles of music, as well as how to devise and read their own musical scores and music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.

### Subject Monitoring – Impact

Whilst in school, children have opportunities to forge their own musical journey, which allows them to discover self-expression. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose – either as listener, creator or performer, further developing these skills in the future and continuing to enjoy and embrace music in their lives.

Music is monitored each term by the subject leader. Any gaps in learning and continuous professional development for staff are identified and action is taken e.g. further training for staff.

Autumn term: Observations of teaching/Pupil interviews to assess knowledge gained

Spring term: Observations of teaching/Pupil interviews to assess knowledge gained

Summer term: Observations of teaching/Pupil interviews to assess knowledge gained

These are performed by the subject leader. This is fed back in SLT and staff meetings in a model of continuous improvement.

## Assessment

Music is assessed at two points in the year:

- Mid-point (End of Spring first half term)
- End-point (End of the Summer second half term)

Teachers use statements for an expected standard at each assessment point in the year. Teachers assess each unit taught at the mid-point and use this to inform the end-point assessment.

## Continuous Professional Development

Training needs are identified and the subject lead gives bespoke training to teachers where necessary. Training is also delivered by the subject leader to staff during staff meetings and at INSETS.

Subject leaders have read and use [The Power of Music to Change Lives](#) document and [The Model Music Curriculum](#).

## Cross-Curricular

Music is integrated into the whole of our curriculum in a number of ways.:

French – learning new vocabulary through songs

History – learning about significant events through songs

Geography – learning about continents etc. through songs

EYFS – nursery rhymes and traditional songs for learning

## Peripatetic Music Teaching

Parents of children can opt to pay for the Lancashire Music Service to tutor them whilst in school. This is organised by the parents of the child.

## Spiritual, Moral and Cultural Development

Music has the power to change lives and we endorse this throughout our curriculum. Music takes centre stage in the curriculum, with our school shows, our teaching of music through Flairs and Endeavours, through assemblies and through different lessons. In our shows, we often choose a musical or a famous musician to focus on, which gives children a broad experience of musical genres, lyrics and styles.

Music can soothe the soul and relax, can invigorate and encourage movement, it can be moving and affect our feelings. Music can bring communities together.

## *SEND*

*We set high expectations in music for every pupil from their relative starting points. All children, regardless of disadvantage or special education needs and disabilities, have access to our music curriculum. It is adapted for those with SEND, and barriers are removed so that they can access the music curriculum.*

### *Disadvantaged Pupils*

*Children from disadvantaged backgrounds, including those families in receipt of Pupil Premium, may have limited access to music. They may not learn a musical instrument or listen to varied musical performances at theatres and concerts. Our musical curriculum is open to all, with every child learning a musical instrument, listening to musical genres and performing a variety of songs.*