

St. Peter's C of E Primary School



Music Policy

'Unlocking the gates to a lifelong love of learning and faithfulness'

"Start children off in the way they should go, and even when they are old they will not turn from it" Proverbs 22:6

This policy was formulated to meet the requirements of the Equality Act 2010

Ratification Date: Summer 2023

Review Date: Summer 2027

St. Peter's Mission Statement

At St Peter's C of E Primary & Nursery School, the growth and development of children and adults is central to everything we do. We aim to provide an education which inspires every child to be the best they can be. As a Church school, our ethos is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together.

Introduction

This Music policy outlines the vision, aims, and objectives of Music education at St. Peter's C of E Primary School in alignment with the 2014 National Curriculum in England. This policy has been developed with reference to the most recent inspection framework provided by Ofsted for outstanding Music provision in Primary Schools.

Vision:

Our vision for Music education is to foster a lifelong love for music, develop musical skills, and enhance creativity amongst our students. We believe that Music can positively impact students' personal, social, and emotional well-being, and contribute to their overall development.

Intent

At St. Peter's C of E Primary School, the intention is first, and foremost, to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident composers, performers, and listeners. Our curriculum introduces children to music from all around the world, and across generations, teaching children to respect and appreciate music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of music that they listen to, and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative-thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Aims and Objectives:

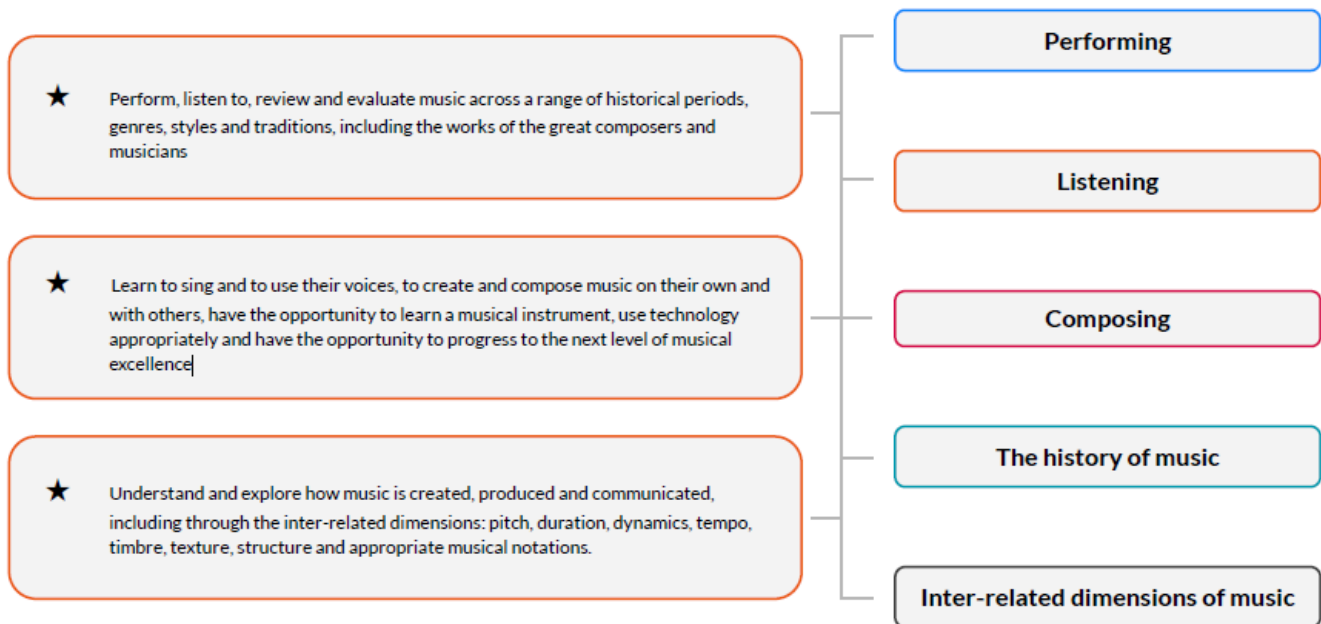
1. To provide a broad and balanced Music curriculum that enables all students to access and enjoy a wide range of musical experiences
2. To develop students' musical skills, knowledge, understanding, and appreciation of a variety of musical genres, styles, and traditions
3. To provide opportunities for students to engage and actively participate in various musical performances, including choirs, ensembles, and concerts
4. To cultivate students' creativity, expression, and confidence through composing, improvising, and performing music individually and in groups

5. To develop students' understanding of the historical and cultural contexts of music, including the study of significant composers and musicians from different periods and cultures
6. To ensure Music education is inclusive and accessible for all students, regardless of their background, ability, or individual needs

Curriculum Delivery

At St. Peter's, we follow the *Kapow Primary's Music* scheme of work, which enables pupils to meet the end of key-stage attainment targets outlined in the national curriculum.

The National Curriculum for Music aims to ensure that all pupils:



Kapow Primary's Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

As St. Peter's comprises of mixed-aged classes, a 2-year rolling programme has been created that ensures full coverage of the National Curriculum objectives. We have also ensured there is a range of musical styles covered and that the *inter-related dimensions of music* are given similar attention in terms of coverage.

Music Long-Term Plan - Two-Year Rolling Cycle

	KS1 - Years 1 & 2		LKS2 – Years 3 & 4		UKS2 – Years 5 & 6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1	Pulse and rhythm (All about me)	West African call and response song (Animals)	Instrumental Unit: South Africa	Pentatonic melodies and composition (Chinese New Year)	Composition notation (Ancient Egypt)	Advanced rhythms
Autumn 2						
Spring 1	Musical vocabulary (Under the sea)	Orchestral instruments (Traditional Western stories)	Instrumental Unit: Caribbean	Body and tuned percussion (Rainforests)	Blues	Theme and variations (Pop Art)
Spring 2	Timbre and rhythmic patterns (Fairy tales)	Musical me		Developing singing technique (Vikings)	South and West Africa	Dynamics, pitch and texture (Coast- Fingal's Cave)
Summer 1	Pitch and tempo (Superheroes)	Myths and legends	Changes in pitch, tempo and dynamic (Rivers)	Samba and carnival sound and instruments (South America)	Composition to represent the festival of colour (Holi)	
Summer 2			Adapting and transposing motifs (Romans)			Composing and performing a Leavers' song

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

The instrumental scheme lessons complement the *Kapow Primary* scheme of work and allow for lower key-stage two pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the DfE's *Model Music Curriculum 2021*.

The *Kapow Primary scheme* follows the spiral curriculum model, where previous skills and knowledge are returned to and built upon. Progression in skills and knowledge is mapped across year groups, ensuring a clear trajectory of learning from Early Years to the end of Key Stage 2.

Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Kapow Primary's Music scheme has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth

- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross-curricular links with other areas of learning.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

British Values & Spiritual, Moral, Social and Cultural Development

The music curriculum at St. Peter's, provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values. All units have a composition element which provides children with opportunities to make their own musical choices. Additionally, all units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively.

Our Music curriculum contributes to the **Spiritual development** of pupils by:

- Inspiring them to be creative and imaginative when composing
- Encouraging them to enjoy and respond to different genres and styles of music
- Giving them opportunities to discuss emotions evoked by music

Our Music curriculum contributes to the **Moral development** of pupils by:

- Providing opportunities to further explore moral issues surrounding different music styles (WW2, slave plantations, rock and roll), if this is appropriate, and chances to understand how viewpoints on these issues have changed over time

Our Music curriculum contributes to the **Social development** of pupils by:

- Giving them opportunities to collaborate with a group towards a shared outcome
- Enabling them to make decisions as a group, dealing with conflict when it arises
- Supporting children to give constructive feedback to their peers, considering the feelings of others when doing so
- Offering them regular opportunities to perform in class and in front of an audience

Our Music curriculum contributes to the **Cultural development** of pupils by:

- Broadening their awareness of cultural diversity by introducing them to music from around the world

- Allowing them to understand more about the importance of music in their own and others' heritage
- Helping them to see that music plays an important role in many cultures around the world
- Fostering respect for music associated with different cultures and the diversity of this music

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their acquisition of musical skills and knowledge.

To enrich the curriculum, regular opportunities for performance and collaborative music-making are provided, both within the school and in the wider community. For example, the children in EYFS and key-stage one perform their annual 'Nativity' in the autumn term, and the children in key-stage two perform their annual school production in the summer term. In addition, children in key-stage two have the opportunity to take part in the 'Young Voices' event, performing at *Sheffield Arena*, during the spring term.

The children, at St. Peter's are given the opportunity to access private music tuition from peripatetic music teachers who teach lessons during the school day. Mr Rider offers guitar, clarinet and flute lessons to key stage two pupils and Mrs Larden offers piano lessons to key stage one & two pupils. There are regular concerts where children have the opportunity to perform in front of an audience.

Resources

Our school has a wide range of resources to support the teaching of music across the school. Musical instruments are kept in the school hall, although teachers may choose to have some instruments readily available in the classroom for children to explore.

Assessment of Pupil Learning & Progression

The impact of the music curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson, provided by *Kapow Primary*, includes guidance to support teachers in assessing pupils against the learning objectives and the end of each unit, there is often a performance element where teachers can make a summative assessment of pupils' learning. Knowledge Organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary.

Pupil's progress in music is reported to parents and carers regularly through written reports and parent-teacher meetings.

After implementation of our music curriculum, pupils should leave St. Peter's, equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

The expected impact of following the *Kapow Primary Music* scheme of work is that children will:

- Be confident performers, composers, listeners and will be able to express themselves musically at and beyond school
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, historical contexts in which it is developed
- Understand the ways in which music can be written down to support performing and composing activities
- Demonstrate and articulate an enthusiasm for music and to be able to identify their own personal musical preferences
- Meet the end of key stage expectations outlined in the national curriculum for Music

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the teaching provided throughout the school via regular termly observations with feedback given to teachers, and 'pupil voice' interviews. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

Safeguarding and Health and Safety

- Safeguarding procedures will be followed to ensure the well-being of students during Music lessons, performances, and trips
- Risk assessments will be conducted prior to any musical activities, ensuring the safety of students and staff