



Samuel Allsopp

Primary & Nursery School

Music Subject Policy

2024-2025

Schedule of review

Date written: **November 2024**

Shared with SLT/Governing body: **Awaiting Governor Ratification - November 2024**

Next review: **November 2025**

Samuel Allsopp Primary and Nursery School Intent Statement

At Samuel Allsopp Primary & Nursery School, our curriculum and all that we do intends to:

- Be supportive and inclusive of the needs for all learners
- Harness pupil independence & allows them to have a go at solving problems for themselves first
- Allow children to make their own 'informed' choices
- Develop their confidence
- Support them to be resilient and get into good habits for the future
- Prepare children for a life outside of school that enables them to make a positive contribution to British society
- Enable them to be proficient users of the English language – speaking and writing
- Widen their contextual vocabulary
- Work independently but also in teams
- Encourage children to go 'beyond their own normal' and experience new things
- Engage children in making a contribution and playing an active part
- Support parents to become active stakeholders in their child's learning
- Provide opportunities for the children to investigate, explore and play an active part in shaping their learning

Intent

At Samuel Allsopp Primary and Nursery School we recognise that Music provides a unique and important mode of communication, which derives from and contributes to culture and society both British and Worldwide. The teaching of music encourages a sense of group worth, togetherness and self-discipline and allows children to unleash their creativity.

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 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.

Our intention is to first and foremost, 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 performers, composers, and listeners. To ensure consistence of teaching and learning, we follow and adapt the Kapow Music curriculum that builds on previous learning and provides both support and challenge for learners giving them every opportunity to develop their knowledge and skills.

Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the 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 the 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. Kapow Primary's Music scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National curriculum and the aims of the scheme align with those in the National curriculum.

We use Quality First Teaching to ensure that disadvantaged pupils, pupils with SEND and higher attaining pupils are given the best opportunity to learn in a way which benefits them and enables them to achieve. This policy outlines the purpose, nature, and management of Music that is taught and learned throughout our school.

National Curriculum 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 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.

Inclusion Statement

The Staff and Governors of Samuel Allsopp Primary and Nursery School believe that:

- Inclusion is an ongoing process by which the caring and learning environment is constantly monitored and adapted to meet the needs of all our pupils.
- All of our pupils are entitled to support in fulfilling their own potential in terms of academic, physical, cultural, social, emotional and moral development.
- We recognise that ALL our pupils are individuals with their own characteristics, strengths, weaknesses and learning needs.
- Our policies and practises will therefore, take account of the diverse needs and talents of our pupils.

- Pupils with additional emotional, social or learning needs should have access to high quality education and support appropriate to their needs.
- Pupils with Special Education Needs (SEND) should have access to high quality education and support appropriate to their needs.

Implementation

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:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

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, demonstrate 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 Kapow Primary scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. 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, the interrelated dimensions of music and more.

Differentiation ensures 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. 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.

Music contributes to the wider aims of primary education. The use of music can both enrich learning in other subjects and consolidate musical skills, knowledge and understanding. We recognise the use of music in accelerating 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.

EYFS

Music is taught by a member of the school staff who is experienced in delivering music lessons. The Foundation Stage has musical activities accessible during the week and weekly sessions lead by the class teacher. Bilingual staff play a vital role in the development of early musical skills, by translation and the use of mother tongue. Lessons focus on singing simple songs and exploring rhythm and pitch as well as listening and attention skills to support language development. As outlined in the EYFS 2021 within expressive arts and design area, children are taught at their relevant age and stage with the aim for all to meet the Early Learning Goal by the end of Reception.

Key stage 1

By the end of **Key Stage One** pupils should be able to sing with a sense of the shape of the melody and be able to perform simple patterns and accompaniments, keeping to a steady pulse. They should choose and order sounds within simple structures in response to given starting points. They should represent sound with symbols. They should recognise how musical elements can be used to create different moods and effects. They should know how to improve their own work.

Key Stage 2

By the end of **Key Stage Two** pupils should be able to maintain their own part with an awareness of how different parts fit together. They should be able to improvise melodic and rhythmic phrases as part of a group performance. They should be able to compose by developing ideas within musical structures. Pupils should perform by ear and simple notations. They should describe, compare and evaluate different kinds of music by using musical vocabulary. They should be able to suggest improvements to their own and others work.

Cross Curricular Links

Foundation Stage

Music can aid memory, by helping children to remember numbers, alphabets and other sequences – such as the days of the week, through the use of songs, actions and chants and their repetition. Children should realise that music is fun and musical games will extend skills and enhance the understanding of musical concepts. Physical development will be encouraged through exploring sounds and movement through dance. Children can communicate their ideas and feelings by using a variety of instruments and by singing a variety

of songs. Children will respond in different ways to music and this helps to foster an awareness of others.

English

Music is a distinctive form of communication. Opportunities should be given to respond to questions by showing how something can be improved, rather than just talking about it. Children can develop language skills by singing songs, discussing and describing musical features and sounds and negotiating with others. They can also collect information using reference books and the internet. Music teaching encourages listening with concentration.

Mathematics

Music helps to build on mathematical skills such as problem solving, time (pulse) and counting skills. The principles of the work with graphs can be applied with graphic notations. It can be used as a tool to aid rote learning.

Science

In science children can explore the ways sounds are made and changed.

Computing

When using a keyboard to create sounds, children are using their musical skills. Microphones can be used to aid performances. The additional use of internet and iPads can also be used to enhance learning.

Foundation Subjects

Music can be used to support most curriculum areas. Music can enrich an understanding of time, place and culture by providing a window into other societies through exploring the words used in songs and the ways music is used e.g. for worship, personal home entertainment and adverts, and work – e.g. History, Geography, RE, PSHE.

Music can also enrich an understanding of mood and emotion by providing a stimulus for expressive work and a discussion of feelings – e.g. Dance, Drama, English, Art and Design and PSHE.

Music can also provide an understanding of structure by providing aural examples of how ideas can be connected, developed and repeated – e.g. Poetry, Dance.

In DT children can be encouraged to design and make their own musical instruments.

Health and Safety

Health and safety in Music is maintained to a high standard to ensure pupils and staff are protected from harm whenever possible. This includes both their physical and mental health,

ensuring that Samuel Allsopp Primary and Nursery School complies with the Health and Safety at Work etc. Act 1974.

Remote Learning

In the case of remote learning opportunities being necessary in the future, pupils at Samuel Allsopp Primary and Nursery School will continue to be taught Music through live lessons, pre-recorded videos and online learning materials.

Impact

Impact is constantly monitored through both formative and summative assessment opportunities. Teaching staff will assess pupils against the learning objectives and at the end of each unit there is a performance element where 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

Children should leave Samuel Allsopp Primary and Nursery School 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 is that children will:

- Be confident performers, composers and 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, and historical contexts in which it is developed.
- Understand the various ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the National curriculum for Music.

Feedback, Marking and Assessment

At Samuel Allsopp feedback is given to pupils in Music by verbal feedback and face-to-face discussions.

Pupils are assessed on a lesson-by-lesson basis by teaching staff and lesson content is adapted accordingly. Every lesson begins with the 'Recap and recall' section which is intended to allow

pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

At the end of each unit of work, children's understanding and retention of key knowledge is assessed using an assessment quiz.

In addition, each unit uses either a skills or knowledge catcher, depending on the key strands covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered. Assessment quizzes, and skills and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

Monitoring and Review

To ensure high standards of teaching and learning of Music are maintained, the Music Coordinator, will regularly monitor and review staff practice in accordance with this policy. This process will be conducted termly in line with the monitoring calendar.

Relevant data will be collected to enable monitoring processes to be conducted. This includes:

- classroom observations
- learning walks
- sketch books looks
- pupil voice
- planning looks

To ensure that staff professional development is benefited by this process, the Music Coordinator will ensure that any relevant training or development opportunities are made available. Individual staff members will be given relevant feedback and will be celebrated or supported to develop their practice accordingly.

Resources

Music resources are stored across both sites and will be reviewed by the Music Coordinator throughout the year. Resources should be returned to the store cupboards after each lesson and teachers should inform the Music Coordinator of any resources required in advance of the unit of work being taught and preferably at the start of the school year.

This policy will be reviewed annually to reflect any necessary changes required and to ensure that staff are kept up to date with expectations relating to Music.