

# Appleton Wiske Community Primary School

## Music Policy

### Intent

Our music curriculum inspires our pupils to develop a love of music and their talents as musicians. We equip our pupils with the knowledge and skills to develop a critical engagement with music so that they can listen to, experiment with, compose and play musical pieces with increasing confidence and creativity. We embrace music as a unique way of communicating which reflects different cultures, societies and periods in history. At our school, pupils will:

- Develop an understanding and enjoyment of music
- Develop listening skills and the vocabulary required to review and evaluate music across a range of historical periods, genres, styles and traditions
- Develop the knowledge and skills required to sing, create, compose and perform music
- Understand and explore how music is created, produced and communicated, including the use of musical notations
- Learn a musical instrument, with opportunities to progress to the next level of musical excellence
- Take part in a variety of musical performances, independently and collaboratively, with different audiences

### Implementation

In planning the music curriculum, the school's context has been carefully considered so that learning has real purpose and provides our pupils with the necessary skills and knowledge to become confident musicians. The EYFS Curriculum for Expressive Arts and Design is taught in a variety of ways through adult-led, adult-supported and child-initiated learning in well-resourced areas of provision. Pupils are taught the knowledge and skills for 'Exploring Media and Materials' and 'Being Imaginative' using a thematic approach which ensures progression as pupils move from EYFS to Key Stage 1. In Key Stage 1 and Key Stage 2, the school's long term plan maps out the National Curriculum objectives, ensuring appropriate coverage over a 2-year cycle which is well-sequenced with clear progression of knowledge and skills. In Key Stage 1, pupils are taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments; listen with concentration and understanding to a range of live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure). In Key Stage 2, pupils play and perform in solo and ensemble contexts, using their voices and 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 musical notations; appreciate and understand a wide range of live and recorded music from different traditions, great composers and musicians; and develop an understanding of the history of music. Music is delivered through discrete lessons focusing on specific skills and knowledge appropriate to each phase of learning, and is taught in a way that complements and enhances other subjects through cross-curricular links. Pupils in Year 5/6 receive weekly music lessons from a specialist teacher and learn to play an instrument, so that by the end of Key Stage 2 every pupil will have benefitted from this provision. In addition, several pupils receive private instrumental tuition in school. The music curriculum is enriched through events such as Harvest and Christmas performances, carol concerts, ensemble performances in assemblies, whole school singing assemblies and visits from musicians. We are a member of 'Music Mark' and 'Sing Up', and we have a wide range of good quality musical instruments and resources to support the pupils' learning.

### Assessment:

Pupils are assessed according to the criteria set out in the Early Years Foundation Stage and National Curriculum for Years 1 to 6. In EYFS, regular observations and assessments of learning are recorded using Learning Journeys and the school's Early Years online monitoring system. Pupils are assessed at the end of EYFS using the Early Years outcomes for 'Exploring Media and Materials' and 'Being Imaginative'. In Key Stage 1 and Key Stage 2, the school's Music Progression Grid is used for planning, tracking and assessment, and provides clear progression through the skills and knowledge needed in each year group. Pupils' work is recorded in a variety of ways including photographs, videos and recordings of live performances, and these contribute towards formative assessment of skills and knowledge. Summative assessment is tracked on the school's electronic tracking system and used to measure pupil progress. Monitoring of the subject is carried out by the Music Leader/Head Teacher.

### Impact

Our pupils receive a good quality music curriculum which provides them with regular opportunities to sing, perform, compose and appreciate music in its many forms. Progression of knowledge and skills is clearly sequenced and cumulative, ensuring pupils build on prior learning experiences so that they can continue to develop their individual musical talents. This ensures that we have high quality music which has a positive impact on pupils' experiences and future opportunities.

Revised: February 2021

Review date: February 2023

