



MUSIC POLICY

13/05/2024

Purpose

"The true beauty of music is that it connects people".
(Roy Ayres – American jazz, Soul and Funk composer)

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school. Music is universal language that embodies one of the highest forms of creativity. It is a universal language that can be accessed and enjoyed by all. It is vital in our children's education and at Scott Primary School we believe that music enriches, unites and liberates.

Aims

Our aims at Scott Primary School when teaching Music are to enable children to:

- Know and understand how sounds are made and then organised into musical structures;
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written;
- Develop the interrelated skills of performing, composing and appreciating music.

The Model Music Curriculum 2021 (MMC)

A new Model music curriculum was introduced in March 2021 and will be implemented into our school curriculum from September 2021. The aim of the MMC is to ensure a universal provision of music education, for all pupils in all schools. In time and resources, this provision is as follows:

- At Key Stages 1 and 2, pupils should receive a minimum of 45 minutes of teaching a week; this may take the form of short sessions spread across the week.
- In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. The mandatory term will be supported by teachers from the local Music Education Hub. Opportunities for development should continue beyond the mandatory term.
- There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.

The National Plan for Music Education 2023 (NPME)

The National Plan for Music outlines the Government's vision for music education and how this can be achieved through partnerships with schools, music hubs, the music and creative sector, and others. **The Key Features of High-Quality Provision (as outlined in the National Plan for Music Education 2022) are as follows:**

1. Curriculum music is timetabled for at least one hour each week of the school year.
2. Access to lessons across a range of instruments and voice is provided.
3. A school choir and/or vocal ensemble is developed.
4. A school ensemble/band/group is developed.

5. A space for rehearsals and individual practice is provided.
6. Pupils have opportunities to perform at school termly.
7. Pupils are given the opportunity to enjoy live performance at least once a year.

Teaching and Learning

At Scott Primary School we want to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. The MMC sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing (see separate Whole School Singing Strategy document for more information)
- Listening
- Composing
- Performing/Instrumental Performance

Teaching focuses on developing the children's ability listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive appraisal skills in music lessons when learning about how music can represent feelings and emotions. We also teach them the disciplined skills of recognising the Seven Interrelated Dimensions of Music: Pitch, Tempo, Dynamics, Timbre, Texture, Structure and Notation. We teach children how to work with others using these dimensions to combine them together in different ways to make music. With guidance from the MMC and by following the KAPOW! Music Scheme, each Music lesson therefore contains the following elements:

- A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work.
- An element of Speaking and Listening which is well modelled by the teacher; e.g. the use of 'Minute of Listening' to encourage the children to respond appropriately in full sentences.
- 'Sticky Talk' discussions – an Oracy focus to develop children's musical vocabulary.
- Teachers model lesson activities at a level which is appropriate to the needs of the children within the class being taught.
- A plenary or series of mini plenaries are used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Success Criteria or to move the children's learning on further.

Over the course of a unit, the lessons taught will include specific listening tasks, and giving and listening to appraisal and constructive criticism, composition, performance and evaluation. At least part of each music session involves whole class practical activities with the opportunity for group work.

KAPOW! Music Scheme and Progression of Knowledge and Skills

The MMC takes as its starting point the ambition that every young person should be able to experience music and to make progress. It is founded on the belief that music enriches individual lives as well as a school's wider community. The MMC aims to support all pupils in their musical progression through the Key Stages. At Scott Primary we therefore use the KAPOW! Music Scheme as a means to deliver our music curriculum. Kapow! is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning and extend their musical vocabulary.

Foundation Stage

Pupils should be taught using 'Musical Development Matters in the Early Years' document using the aspects of musical learning and development –

- Hearing and Listening
- Vocalising and Singing
- Moving and Dancing
- Exploring and Playing

Music is intertwined into all aspects of the EYFS curriculum and is taught both indoors and outdoors.

Key Stage 1

Pupils should be taught to:

- To use voices expressively and creatively by singing songs and speaking chants and rhymes
- To play tuned and un-tuned instruments musically
- To listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Music lessons occur weekly in children's classrooms or the school hall on the South Pole Site.

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use an understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Music lessons occur weekly in the Music Room on the North Pole Site.

Resources

Each school site has its own set of tuned and untuned instruments. Key Stage 1 instruments are housed in the Intervention Room. Key Stage 2 instruments are housed in the Music Room and can be accessed any time. The Music Room is timetabled for each Key Stage 2 year group weekly and Key Stage 1 children are also welcome to access it when possible.

Music Across the Curriculum and Artsmark

At Scott Primary School we also aim to ensure that Music is interlinked into many other areas of the curriculum in all Key Stages, in order to enhance and enrich the learning experience of all of our pupils. We encourage teaching concepts in all subjects via songs, rhymes and chants and also ensure that Music lessons are linked to our topics as much as possible. The Artsmark framework also helps us to 'embed the arts, culture and creativity to support a broad and ambitious curriculum, strengthen pupil voice and support personal progression.' We aim to

embed this pedagogy into our Music curriculum and by working with the Artsmark Lead Teacher, ensure that music teaching is interlinked with all other creative mediums.

Enrichment Opportunities and Cultural Capital

Enrichment Opportunities are a vital part of musical enjoyment and appreciation at Scott Primary School, and we endeavour to provide as many opportunities as we can, such as:

- KS1 and KS2 weekly singing assemblies
- KS1 and KS2 Choir
- KS1 Recorder Club
- KS1 Harvest Festival
- KS2 Orchestra Unwrapped (supported by our Artsmark Lead)
- Minute of Listening (supported by our Artsmark Lead)
- EYFS Easter Bonnet Parade
- EYFS, KS1 and KS2 Christmas productions
- Peripatetic music lessons - violin, guitar, piano, flute, clarinet
- Rock Steady Music School lessons
- Whole school Summer Concerts

Music Mark and Bedford Music Hub

At Scott Primary we are proud to be a Music Mark School and strive to work with Bedford Music Hub to provide specialist termly music instruction to our pupils in Key Stages 1 and 2. This is delivered through the 'Making Music in Primary Schools' project in partnership with Bedford Music Hub. Examples of termly projects and instrument instruction include:

- 'Let's Visit the Arctic!' (Year 2 – linking with their 'Frozen Planet' topic)
- Ukuleles (Year 3)
- J-Saxx (Year 4)
- Keyboards (Year 5)
- Steel Pans (Year 6)

Monitoring, Assessment and Reporting

The Music Leads are then responsible for monitoring the teaching and delivery of Music via planning scrutinies and gathering samples of musical learning from across the school. In the Foundation Stage, children are assessed against the 'Musical Development Matters in the Early Years document' and EYFS Target Tracker statements. Evidence of music teaching and learning for monitoring purposes is gathered via photographs, video and creative responses in Art. In Key Stages 1 and 2, children's learning outcomes are measured against the objectives outlined in the MMC, the school's Music Progression of Skills document and Success Criteria set out in lessons from half-termly Kapow! Scheme of Work or Music Hub project. Evidence is also gathered throughout each unit or project through video evidence and creative responses in Art. Outcomes are then formally reported on Target Tracker, noting children who have achieved, exceeded expectations or are emerging.

Equal Opportunities

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (children can complete their set tasks and challenge themselves further if they are able);
- Grouping children in both ability and mixed ability and setting different tasks to suit each ability group.
- Providing visual/concrete resources depending on the needs of the child.
- Providing sensory equipment for those children who need it (e.g. noise-cancelling headphones).

Review of Policy

The school's music policy will be will be monitored by the Music Leads and will be reviewed bi-annually alongside the Artsmark Policy in **September 2025**.