

Holy Trinity Church of England Primary School

To be the best we can be: for God, for others and for ourselves



Music Policy

Policy to be reviewed as necessary within 3 years

Subject leader: J. Morrell

Agreed by Governors

Summer 2020

Due for review

Summer 2023

Vision

At Holy Trinity Church of England Primary School, every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community, encouraging all to grow and flourish as precious children of God. Learning is centred around experiencing the joy of discovery. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values, with a vision to prepare our children to be life-long learners, rooted in our school motto: To be the best we can be: For God, for others and for ourselves.

Christian Values

Love

Hope

Forgiveness

Trust

Peace

Reverence

Justice

Purpose and Aims of Music

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 a 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.

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 to 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

Organisation of Teaching

The music curriculum is carefully and coherently sequenced to enable our children to develop a growing knowledge of the themes outlined above. Pupils' knowledge builds towards clearly defined end points so teachers and leaders know what we expect our pupils to achieve by the end of each topic, each year and each key stage. *To meet the educational needs of our school community we have selected the following core knowledge concepts as a focus for our teaching. These are explored in increasing depth as pupils move through the school.*

- *Listen and Appraise*
- *Composition*
- *Performance*

Music is taught as a discrete subject, though meaningful links are made with other subjects in our curriculum (such as links to history through our 'Blackbird unit looking at The Beatles and civil rights). The topics we teach are outlined in the curriculum map for music (see Appendix 1). This is published on our website.

To support the high quality knowledge rich teaching lessons we aim for, the school subscribes to 'Charanga' scheme of learning. All teaching materials are adapted to meet the requirements of our Christian vision and curriculum intent.

Knowledge Organisers

Every topic has a knowledge organiser. This outlines the core knowledge taught within the topic, how many hours of teaching time allocated to the topic and the key vocabulary pupils are expected to understand and use. It also includes the styles of music covered in the topic and supporting songs. Pupils have a copy of the knowledge organiser in the class scrapbook and these are used to help pupils remember the key concepts. Knowledge organisers may also be taken home to support learning. All knowledge organisers can be seen on the relevant class pages of our website.

Teaching Time

Music is allocated the following time on our weekly timetables. Timetables are published on our website every half term.

Early Years Foundation Stage: 30 minutes a week

Key Stage 1: 45 minutes a week

Key Stage 2: 1 hour a week (Music Specialist lessons on Thursday afternoons)

The Teaching of Music (Implementation)

Some Key Stage 2 classes have a Music Specialist from Sefton Music Hub to teach their weekly lessons on a specific instrument. In 2019 – 2020 Year 3 learnt African Drumming and Year 4 learnt Ukulele's. If a class does not have a Music Specialist the class teacher takes music lessons. Teachers use a range of teaching strategies that best support the objectives of the lesson. The following list shows the most common methods of effective teaching related to music.

- teacher instruction, explanation and modelling using resources such as the interactive whiteboard, playing an instrument
- pupil discussion, investigation and problem solving
- regular review of previous learning or linked topics to enable pupils to remember key concepts. This may involve quizzes or other games to help embed knowledge and vocabulary
- using song and instruments to express and explore pupils' knowledge and understanding

Resources

Teachers use the following schemes of work to support the teaching of music.

- *Charanga*

Curriculum resources such as clarinets, recorders and glockenspiels are stored in the music area.

Recording Learning

In music, pupils record their learning in the following ways:

- class scrapbooks

Meeting the Needs of All Pupils

All pupils are entitled to a broad and balanced curriculum that meets their needs. Music is taught in class groups with all pupils included. All our teachers know the pupils in their class and their differing needs very well. They plan and adapt lessons to help all pupils know and remember more so they make very good progress.

Some pupils, including those with special educational needs or disabilities, or those with English as an additional language, may need extra support to access, understand and remember key concepts. For these pupils, teachers use a range of effective strategies, whilst promoting independent learning as far as possible. These may include:

- adapting and scaffolding pupil activities and resources
- focussed additional support from an adult in class

Some pupils very quickly grasp the main concepts being taught and are able to think more deeply to extend their learning. To ensure they reach their full potential, teachers may:

- set more complex activities that require thinking at greater depth
- ask pupils to apply their knowledge to a different situation
- go further by asking them to explain their thinking to others or present their findings to a group

Homework

Homework is not usually given in music but children are encouraged to sing, rehearse and perform songs at home or join our KS2 Clarinet Club or Choir Club.

High Quality Teaching and Subject Knowledge

To ensure the highest quality teaching and make sure teachers have the subject knowledge they need to meet the requirements of teaching music in their class, teachers (and teaching assistants) receive a range of guidance and support, including:

- face to face and online training
- latest research and guidance in the best ways of teaching music
- mutual support and discussion with colleagues, including joint planning, team teaching and paired marking

In addition, the subject leader for music stays up to date with developments in the subject through leadership training, affiliation to Charanga and support from other subject leaders locally and within the LDST.

Assessment (Evaluating the Impact of Teaching)

Teachers constantly assess how far their pupils understand the key concepts they are teaching throughout lessons, mainly through questioning and observation. Quizzes and other games are regularly used to assess how far pupils have remembered learning from the lessons before. Teachers then adapt their teaching to ensure misconceptions or gaps in knowledge are addressed. In addition, they may need to introduce opportunities for more challenge or deeper thinking.

End of Unit Assessments

At the end of every topic teachers assess how far each pupil has understood the knowledge and skills involved. Pupils are assessed overall as either working towards the topic's objectives, meeting the topic's objectives or meeting the topic's objectives at greater depth. This is recorded on a topic assessment sheet in the class scrapbook.

End of Term Assessments

At the end of every term, teachers evaluate the achievement of each child in their class in music. They record this on a school data base. This helps teachers plan and adapt future lessons. The subject leader collates and analyses assessment data across the school. They pick out trends, strengths and weaknesses across the school and for different classes and groups. This information is shared with senior leaders and governors. All subjects have an action plan and a budget. Analysing pupil achievement helps the subject leader plan for improvements in the subject. This may take the form of targeted training, staff discussion and problem solving to improve an aspect of the curriculum. If analysis shows a particular group of children are underachieving, for example disadvantaged children, further measures are agreed and put in place to address this gap.

End of Year Assessments and Reporting To Parents

End of term assessments are pulled together at the end of each academic year to evaluate each pupils' overall attainment in music. A child's attainment in music is reported to parents through the end of year reports. For pupils in Y1 to Y6 a child's attainment is reported in the following way.

- wts working towards end of year expectations
- exs meeting end of year expectations
- gds meeting end of year expectations at greater depth.

In Reception class music comes under the 'Expressive Arts and Design' area of learning. Each child in Reception is assessed as emerging, expected or exceeding the early learning goals in that area.

An INSET day is allocated towards the beginning of July where class teachers 'handover' their class to the next teacher. They discuss pupil achievement across the curriculum and ways future teaching should be adapted to meet the differing needs of the class.

Monitoring and Evaluation

The subject leader for music monitors teaching and learning regularly in accordance with the school's monitoring timetable. At set times during the year the subject leader evaluates the quality of teaching in music through:

- learning walks and drop ins, usually with a member of the senior leadership team, and sometimes with a governor.

- book looks. The subject leader looks at scrapbooks or other evidence across the school, sometimes with senior leaders or an adviser / officer from the LDST or a governor.
- pupil conferencing
- surveys for pupils and/ or staff
- more formal lesson observations (with a member of the senior leadership team).

Subject leaders have regular support meetings with the senior leadership team where aspects of the subject policy and action plan are monitored and discussed. Resulting actions may emerge with additional leadership support, resources or policy changes implemented. Subject leaders routinely have a teacher appraisal objective linked to an aspect of their subject leadership.

Following all these activities, strengths and areas for development are reported and discussed with staff. Resulting actions are recorded on the subject action plan and reported to governors. At the end of each year the action plan for music is fully evaluated and published. In addition, the subject leader evaluates how far music is meeting our curriculum intent statement. This evaluation feeds into the action plan for the following year. Evaluated action plans and evaluations are reported to the senior leadership team and governors.

Role of Governors (from September 2020)

Every aspect within the school improvement plan has an allocated pair or small group of governors. This pair of governors evaluates the activities within this aspect and the impact on the quality of education and pupil outcomes. They meet with subject leaders on a termly basis and review aspects of the subject, including seeing lessons in practice and talking to children. Their findings are reported to the Local Governing Board. In this way, leaders are held accountable for the aspects they are responsible for and subject leaders are able to access the appropriate support and resources to achieve their aims.

Appendix 1: Curriculum Map for Music

| | Autumn | | Spring | | Summer | |
|------------------|--------------------|------------|------------------------|-----------|-----------------------|-------------------------|
| Reception | Me! | My stories | Everyone | Our World | Big Bear Funk | Reflect, Rewind, Replay |
| Year 1 | Hey You! | | In the Groove | | Your Imagination | |
| Year 2 | Hands, Feet, Heart | | I wanna play in a band | | Friendship Song | |
| Year 3 | Let your sprit fly | | African Drumming | | Ukulele | |
| Year 4 | Ukulele | | Stop! | | African Drumming | |
| Year 5 | African Drumming | | Ukulele | | Dancing in the Street | |
| Year 6 | Happy | | A New Year Carol | | You've Got a Friend | |