

# Hollington Primary School

## Music Policy

**Reviewed April 2020**

**Reviewed April 2023**

**To be reviewed April 2026**

### **Academy Vision**

We put children first, pioneering excellence and championing each and every child.

**Safe - Happy - Learning**

### **School vision**

At Hollington Primary School, we take pride in providing a kind, safe and happy community where we aspire to inspire. Our school family believes every child is entitled to enjoy memorable learning experiences. Our challenging curriculum, alongside our nurturing environment, enables all to reach their full potential. Move forward with us.

In regards to Music, TPA schools believe that this subject is a platform to enable excellent teaching to take place, to promote creativity and celebrate diversity. This subject provides opportunities for children to learn about themselves as well as learn about other cultures, learn new skills and develop a better understanding of music by learning new terminology and developing skills in weekly lessons.

### **The National Curriculum**

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.

### **Key stage One**

Pupils should be taught to:

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

### **Key Stage Two**

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 inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and 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.

### **Cross Curricular Links**

Music is so much a part of the background of everyday life that we tend to take it for granted. For many people, however, it is a powerful focus for creative energy and one, which stimulates and guides the imagination. The teaching of music aims to develop aesthetic sensitivity and creative ability in all pupils. It is a subject to be enjoyed. Bearing this in mind, in order to maintain a broad and balanced curriculum, it is important for staff to embed music within every day learning. This ensures that all subjects are being taught and that the learning can be more relevant if it is linked with the class' topic, themes and other lessons.

### **Teaching and Learning**

This policy shows progression in the way in which the curriculum is divided between year groups. It is divided into Singing, Performing and Composing and contains Listening and Appraising.

#### *Singing*

From Foundation Stage to Year 6 music often features as an integrated part of a child's daily experience. At this stage an emphasis is likely to be placed on the singing of simple songs, singing games, movement, playing classroom instruments

and exploring sound from a variety of sources. Singing may range from massed singing with two or more classes combined to group work with instruments and solo singing.

Singing will be encouraged for enjoyment and to develop an awareness of a variety of styles and songs. Songs will be from different categories –

- Nursery rhymes
- Counting rhymes and games
- Traditional folk songs (both British and other cultures)
- Modern/popular songs
- Songs from theatre and film.
- Songs during Christmas performances and in assemblies – differentiated for each key stage.
- Suitable/seasonal songs brought into schools by staff

#### *Performing and Composing*

This will enable children to explore the properties of sound, experiment with rhythmic and melodic patterns and become involved in improvising and composing. Children will participate in class music making with the classroom instruments, each class has a box. They will explore and begin to control sounds and will begin to learn musical terminology. They will be taught how to use percussion instruments properly and how to take care of any instrument including any electronic equipment.

Pieces of rhythmic pattern or simple accompaniments could be recorded by pictures, symbols, graphic scores, sol-fa, notation or tape recordings. The pupils will have the opportunity to perform to a variety of audiences, their group, class to the school, other classes and teachers, Head teacher and parents (at the Christmas presentation and Summer concert).

### *Listening and Appraising*

Listening should include being aware of sounds and silences and being able to identify dynamics and pulse. Children will develop their understanding of how sounds are made and changed, through the use of instruments. Appraising is hearing music and being able to understand what is the character of the piece.

Children will develop critical listening through their own music making and through listening to live and recorded music from a wide range of music. This will enable them to improve technique, increase accuracy and develop a critical appreciation of their own and other peoples' music. The pupils will learn some musical vocabulary, identify instruments and be able to make valuations on how musical ideas change and develop. They will be able to discuss the mood of their own and other peoples' compositions. Children will also compare pieces of music and form opinions about which they prefer and why.

### **Social, Moral, Spiritual and Cultural Development**

The music curriculum provides an opportunity for pupils to develop socially, morally, spiritually and culturally.

#### *Social Development*

The classroom environment provides opportunities for pupils to develop socially. Collaborative work in music provides opportunities to develop social skills such as co-operation, responsibility, negotiation and leadership. Music also helps pupils to excel and helps them to understand the need for working together.

#### *Moral Development*

Through music, pupils can develop an awareness of the views of others and the fact that different people have differing ideas on a piece of music.

#### *Spiritual Development*

Through music, pupils can develop a questioning and reflective attitude.

#### *Cultural Development*

In music, cultural development should reflect the diversity of society. Pupils are introduced to a diversity of customs within a nation's culture and to other significant cultures, both past and present.

### **Differentiation and Special Needs**

All children should be given the opportunity to experience all aspects of music and should be enabled to reach the highest standards of which they are capable. This implies a high degree of differentiation in children whose levels of attainment can be expected to vary.

Differentiation could be by outcome and the teacher will have an awareness of expectations, e.g. with a gifted child the teacher would have a higher anticipation of outcome and could extend the activity.

Talented children should be identified and a consultation would be needed with the parents or music teacher about how best to provide for the child. The less able would experience the opportunities but the outcome would be different. Teachers will need to be aware of the differing abilities in order to develop confidence in each individual child and be sensitive to the musical activities of others.

Differentiation could also be made in group work where the more-able children are in the same group to extend them or the more-able could be split and put into groups to help raise the standard of achievement through a role model approach.

### **Assessment and Record Keeping**

There must be a degree of self-assessment and evaluation developed in their performing and composing. This could be by oral assessment – discussions between pupil and pupil, or pupil and teacher or by responding to a musical idea. Sometimes a task with a particular aspect to be assessed could be devised or a piece of composition written down. Whilst the pupils are performing, the teacher will be listening and appraising at each stage. Feedback is recommended in the form of marking music lessons in Topic books. Please use the TPA marking policy and adhere to those standards when marking in Topic books.

### **Clubs**

There must be at least one music-themed club in each school. This could range from outside agencies coming in to teach skills and progression with an instrument or be teacher-led and encourage a love of music in other ways.

### **Planning**

Lesson plans will appear different with each lesson as some might be led by class teachers and others might be led by a music specialist. It is the responsibility of class teachers to ensure that music is embedded in the every-day routines and cultures of their class as well as Music skills being taught as a part of weekly topic lessons. Therefore, the cross curricular links which Music so easily can adhere to, are imperative to promote effective cross-curricular planning to ensure the entirety of the KS1 and KS2 curriculum is covered.

### **Assessment and reporting**

In EYFS children are assessed for music whilst working to achieve the steps in “expressive arts and design”. Evidence is collated in their online learning journeys as well as in their book if they ever do physical work which can be evidenced. In KS1 and KS2, Music is taught in cross-curricular sessions and evidenced in different ways. Children’s work is assessed and marked using moving-on comments and children

work towards achieving the learning objectives and waltz which are specific to the development of music skills. If the school has a music specialist, then the music specialist will assess the pupils in the same way as the class teacher would.

### **Monitoring and review**

The teaching of music should be monitored each term. Lesson plans can be assessed, lessons could be observed, assessment could be monitored and the overall coverage of music could be evaluated termly also. It was decided that accountability and responsibility for the coverage of Music is the duty of the Music lead and the TPA teachers might want to team up with their fellow Art lead so that they can monitor and review their subjects together in order to ensure that there are fixed times scheduled in for this monitoring to happen and that the evidence in Subject leader files is similar.