



St John's Church of England Academy

Belonging Believing Becoming



Music Policy

Date of Review: July 2021

Date of Next Review: July 2022

Responsible Group: School Policy

Belonging

Perseverance

Respect

Forgiveness

Truth

Aspiration



Music Policy

‘Music is the universal language of mankind.’ Henry Wadsworth Longfellow

Introduction

The purpose of the curriculum at St John’s Church of England Academy is to prepare our children for life in the 21st Century.

Our Curriculum is focussed on ensuring that all our children have the best chance to achieve our Christian Vision of **‘Belonging, Believing, Becoming’**, which is rooted in **Mark 4:30-32**, **‘The Parable of the Mustard Seed’** and **The Diocese of Gloucester Academies Trust** and **The Church of England’s vision to ‘Live Life in all its fullness’** rooted in **John 10:10**.

St John’s Church of England Academy is an inclusive school where all people are valued and nurtured to become the best version of themselves and responsible members of God’s family. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling children to embrace the world around them and encourage adherence with British values.

Subject Intent

At St John’s Church of England School, we understand that music can inspire and motivate children, and play an important role in their personal development. 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 instruments, improvising and composing music, and listening and responding to music.

Our Music Curriculum is taught through the Kapow Primary music scheme of work which enables pupils to meet the end of key stage attainment targets outlined in the National curriculum.

Curriculum Drivers

Through the delivery of our curriculum, we want our children to be ready for life beyond St John’s. We aspire for them to be:

- **Articulate**
- **Aspirational**
- **Curious**
- **Appreciative**

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As a Musician we want our children...

To develop a love of music, singing and playing musically with increasing confidence and control, whilst cultivating an understanding of musical composition.

Aims

We aim to deliver a broad and balanced music curriculum, in line with national requirements, which enables pupils to:

- 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.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use technology properly and 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.

Legal Framework

This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2013) 'Music programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- Equality Act 2010

Roles and responsibilities

The headteacher is responsible for:

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all music resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.

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- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of history to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of history in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with St John’s Church of England Academy’s Music Policy.
- Ensuring progression of pupils’ history skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the music subject leader about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the history to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:

- Advising staff how best to support pupils’ needs.
- Advising staff on the use of teaching assistants in order to meet pupils’ needs.

Early Years Provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE’s ‘Statutory framework for the early years foundation stage’. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading

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frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

The National Curriculum

All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum.

The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

Key Stage 1

In KS1 pupils will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned 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 2

In KS2, the focus for music will be to teach pupils to sing and play musically with increasing confidence and control. They will be able to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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In KS2, pupils will 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

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas. This is developed through our 'Enquiry Curriculum'.

English

- Pupils develop their reading and writing skills through learning to read and interpret written music.
- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- Pupils develop their research skills through discovering the history of music and famous composers.

Mathematics

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

Computing

- Pupils learn to use technology to compose music, and enhance their research skills through the internet and CD ROMs.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.

Spiritual, moral, social and cultural development

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

Teaching and Learning

Music lessons are delivered weekly through Kapow music scheme, in which the individual strands of Performing, Listening, Composing, the history of music and inter-related

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dimensions of music are woven together to create engaging and enriching learning experiences.

Pupils will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these within their own improvisations and compositions.

The Kapow Primary scheme follows a spiral curriculum model where previous skills and knowledge are returned to and built upon.

In order to best meet the needs of our disadvantaged children and children with Special Educational Needs and Disabilities, we ensure that every child has their barriers to learning identified and discussed. Quality First Teaching is our main driver to try to close the gap and appropriate interventions are considered, planned and reviewed termly.

Planning

Planning of the music curriculum is tailored towards three areas of progress:

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in pupils' music-making
- Music is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.
- Teachers will use the key learning content in the DfE's statutory guidance 'Music programmes of study: key stages 1 and 2', published in 2013.

Assessment and Reporting

- Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key assessment criteria.
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher.
- Parents will be provided with a written report about their child's progress during the summer term every year.
- Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.
- Pupils with special educational needs and disabilities (SENDCo) will be monitored by the Special Educational Needs and Disabilities coordinator.
- An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Observing practical tasks and activities
- Pupils' self-evaluation of their work

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Musical events and opportunities

All pupils are encouraged to participate in additional musical opportunities to enhance their learning and development.

The school choir meets on a regular basis to allow pupils to enjoy singing together.

The school choir also performs in public on a number of occasions throughout the year.

Equipment and Resources

The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the school business manager in order to purchase further resources.

- Kapow Primary music scheme is an on-line platform that everyone can access.
- Musical resources will be stored in a shared area.
- The subject leader will undertake an audit of musical equipment and resources on an annual basis.

Equal opportunities

- All pupils will have equal access to the music curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.
- We aim to provide more able pupils with the opportunity to extend their musical thinking through extension activities such as listening to and interpreting extended pieces of music, and research of a musical nature.

Impact

The impact and measure of our music curriculum is to ensure that children at St John's Church of England Academy are equipped with the skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

Monitoring and review

- This policy will be reviewed on an annual basis by the subject leader, in collaboration with the headteacher.
- The subject leader will monitor teaching and learning in music at St John's Church of England Academy, ensuring that the content of the national curriculum is covered.
- Any changes made to this policy will be communicated to all teaching staff.

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