

Policy title	:	Music Curriculum Policy
Date approved	:	September 2018
Review date*	:	September 2020

\*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

We at Tollgate Primary School believe '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 in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We wish to work closely with the School Council to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

This policy should be read in conjunction with the following documentation:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2
- National curriculum in England: Music programmes of study

## 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 great musicians and composers.
- To ensure that all pupils 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.
- To ensure that all pupils 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;
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

## Key Stage One

- 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 interrelated dimensions of music

## **Key Stage Two**

- 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 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

## **Roles and Responsibility for the Policy**

This policy is designed to enable teachers to provide high quality teaching and learning for all children in Music, enhancing their educational experience of Music. The policy will lay out the guidance for the delivery and teaching of Music for all staff engaging with the subject.

The Local Governing Body has:

- Appointed a member of staff to be responsible for the curriculum leadership of Music;
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- Nominated a link governor to visit the school regularly, to liaise with the Headteacher and the School leader for Music and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher and the Senior Leadership Team will:

- Ensure all school personnel are aware of and comply with this policy;
- Work closely with the School Leader for Music and the link governor;
- Ensure compliance with the legal requirements of the National Curriculum;
- Encourage parents to take an active role in Music curriculum development;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by:
  - Observing teaching and learning
  - Planning checks
  - Engage with the pupil voice of the school
- Annually report to the Governing Body on the success and development of this policy

The Subject Leader will:

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the nominated governor;
- Be accountable for standards in Music;
- Monitor standards by:
  - Auditing whole school resources for Music
  - Review the Charanga teaching tool
  - Monitoring teachers planning
  - Lesson observations
  - Observe children's musical development and competence
  - Engaging with pupil voice
  - Conduct learning walks

- Ensure continuity and progression throughout the school;
- Devise a subject improvement plan;
- Provide guidance and support to all staff engaging with the teaching of Music;
- Provide training for all staff on induction and when the need arises regarding Music;
- Attend appropriate and relevant INSET and external CPD;
- Keep up to date with new developments;
- Undertake an annual audit and stock take of resources;
- Purchase new resources when required and in preparation for the new academic year;
- Manage the subject budget effectively;
- Undertake risk assessments when required;
- Review and monitor.

The Link Governor will:

- Work closely with the Headteacher and the school Leader for Music;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Attend training related to this policy.

Teachers will:

- Comply with all aspects of this policy;
- Work closely with the school Leader for Music to develop this subject area;
- Devise lessons in relation to the chosen scheme of work (Charanga);
- Develop pupils' spoken language and musical ability;
- Plan and deliver good to outstanding lessons;
- Deliver lessons which are interactive, engaging, of a good pace and have a practical element;
- Have high expectations for all children and will provide work that will extend them;
- Record and report on the development, progress and attainment of pupils;
- Achieve high standards;
- Celebrate the success of pupils in lessons
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community

Pupils will:

- Be aware of and comply with this policy;
- Be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their Musical education;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Participate fully and actively in all lessons;
- Participate in discussions concerning progress and attainment;
- Treat others, their work and musical resources with respect and care;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Engage with pupil voice consultations when necessary;
- Take part in questionnaires and surveys

The School Council will be involved in:

- Organising surveys to gauge the thoughts of all pupils;

Parents/carers will:

- Be aware of and comply with this policy;
- Be encouraged to take an active role in the life of the school by attending:
  - Parents and open evenings
  - Parent-teacher consultations
  - Curriculum development workshops

- Be encouraged to work in school as volunteers;
- Be encouraged to respond to curriculum information newsletter;
- Be informed via termly newsletters of their child's topics;
- Asked to provide suggestions and ideas for improving this subject;
- Be asked to take part periodic surveys conducted by the school on curriculum development;
- Be invited to make presentations to pupils on aspects of this subject area;
- Encourage effort and achievement;
- Encourage completion of homework and return it to school;
- Provide the right conditions for homework to take place;
- Expect their child to hand in homework on time;
- Join the school in celebrating success of their child's learning;

## **Policy Procedure**

The direction set out in this policy will be used to guide the planning, delivery and the teaching of the Music curriculum across the school.

## **Teaching and Learning Style**

At Tollgate Primary School we 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. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to 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 skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music.

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 common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding. Some aspects of the Music programme of study are delivered through the Topic Curriculum; whereby our pupils access areas of the Music National Curriculum through themed topics of study. The school has also adopted a music scheme of work developed by Charanga. The music curriculum is also delivered through our weekly singing assemblies for key stage one and two and both small group and whole class instrumental lessons.

At Tollgate Primary School we also understand the value of extended learning through educational trips, visits and experts visiting our school.

## **Additional music teaching**

At Tollgate, children are offered the opportunity to study a musical instrument with peripatetic tutors. Peripatetic music tuition is organised by the Every Child's A Musician Scheme (ECaM) and Newham Music Trust. This enriches the children's experience of the music curriculum by receiving excellent music tuition first-hand from professional instrumentalists.

At Tollgate Primary School all Key Stage 2 children receive whole class instrumental music lessons with specialist music teachers through the government-funded scheme ECaM. Currently, the children across Key Stage 2 are receiving engaging and practical instrumental lessons on the ukulele, flutophone, flute and the clarinet. This is in addition to the normal music teaching delivered by the subject lead.

We also work in partnership with Newham Music Trust and finance a further 40 children to receive additional small group instrumental lessons. Currently, children across Key Stage 2 are receiving small group lessons on the violin, cello, flute, clarinet, trumpet, French horn and trombone.

## **Curriculum Planning and Organisation**

Our school uses the National Curriculum programme of study for music as the basis for its curriculum planning. We have adapted the scheme so that the topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The music subject leader works this out in conjunction with teaching colleagues in each year group. Sometimes the children study music topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans, which we have adopted from the national Curriculum, give details of each unit of work for each term. The music subject leader is responsible for keeping and reviewing these plans.

The subject leader writes the daily lesson plans, which list the specific learning objectives of each lesson. The class subject lead is responsible for keeping these individual plans, and the class teacher and music subject leader often discuss them on an informal basis.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

## **Foundation Stage**

We teach music in our reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

### **Long Term Planning**

- Details what is to be taught over the year
- Provides teaching guidelines and overall objectives for each year group for the whole year in-line with the scheme of work provided (Charanga)

### **Medium Term Planning**

- Organises the subject into termly or half-termly sections using the scheme of work provided (Charanga)
- Is more detailed and the objectives are more specific in nature
- Is developed by the teachers, who respond to the needs of their pupils
- Ensures a balanced curriculum is covered across each term

### **Short Term Planning**

- Plans lessons in detail with specific class objectives reflecting the needs of all children within the class

Currently, children across the school learn to play the ukulele, flutophone, flute and clarinet through ECaM. Additional children in Key Stage 2 receive further instrumental lessons financed by Tollgate Primary School through Newham

Music Trust. Class music teaching also provides an opportunity for the children to engage with a range of tuned and un-tuned instruments.

Singing is taught to all children on a Wednesday and Thursday for 30minutes for both Key Stage 1 and 2. The children engage with a range of different musical material from across the world, exploring both Western and non-western songs, languages and different cultural styles. All children engage with the singing provision and work towards a concert at the end of each term. The children perform their songs alongside a professional band, which enriches their experience of performing in a live setting. Teaching staff should take an active role throughout singing, encouraging all children to fully participate and enjoy the experience.

### **Links with ICT**

The use of information and communication technology will be used to broaden and develop the way children engage and consider musical education.

### **Inclusion**

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- From both sexes;
- Who have Special Educational Needs;
- Who are looked after;
- From minority faiths, ethnicities, travelers, asylum seekers, refugees;
- Who are gifted and talented;
- Who are at risk of disaffection;
- Who are young carers;
- Who are sick;
- Who have behavioural, emotional and social needs;
- From families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- More able children demonstrate a higher ability to exceed age related expectations than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- Gifted children are those who have the ability to exceed age related expectations in more than one subject;
- Talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

### **Differentiation**

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well-motivated children responding to challenges, children working productively on task and being aware of their own progression.

### **Special Educational Needs**

At Tollgate Primary School we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to music.

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example, a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

### **Assessment for Learning**

Teachers assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. The music subject leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected level of achievement in music for each age group in the school.

Within Upper Key Stage Two, when the peripatetic tutors feel they are ready, the pupils also get the opportunity to sit external accredited exams (Performance Awards and Grade Examinations' with a qualified assessor from ECAM). This is then moderated by the University of West London. If Successful the pupils are awarded a Graded Examination Certification with either a pass, merit or distinction.

Teachers will:

- Carry out continuous and ongoing teacher assessment;
- Carry out medium-term teacher assessment to measure progress against key objectives in the Music curriculum;
- Carry out longer-term teacher assessment to assess musical development against the Music curriculum and the wider school.
- Learning walks

### **Monitoring & Review of the Subject**

Monitoring of standards of children's work and the quality of teaching is the responsibility of the School Leader for Music supported by the Headteacher and the SLT.

Standards will be monitored by:

- Subject observations
- Learning walks

- Pupil discussions
- Engagement with planning

### **Contribution of the Subject to other Areas of the Curriculum**

Music can be linked to most curriculum subjects.

### **Resources**

The school has a range of resources to support the teaching of Music throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the School Leader for Music in the summer term in preparation for the next academic year.

### **The school choir/orchestra and musical events**

We believe that music enriches peoples' lives and so we wish to involve as many children as possible in musical activities. We have a school choir, which all children are encouraged to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the Christmas carol concert.

Additionally, Tollgate has a Key Stage 2 orchestra. The orchestra rehearses every Friday afternoon and consists of 40 children playing instruments such as the violin, cello, flute, clarinet, trumpet, French horn, trombone and the drum kit. The orchestra perform a diverse range of pieces throughout the academic year. Regularly rehearsing and performing in the orchestra helps develop the childrens' music skills and creates a supportive environment where the children work together and encourage each other to develop musically and creatively.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- The school website
- The Staff Handbook
- School events
- Meetings with school personnel
- Communications with home such as weekly newsletters and of end of half term newsletters
- Reports such annual report to parents and Headteacher reports to the Governing Body
- Information displays in the main school entrance

### **Training**

Tollgate Primary School will provide opportunities for all employees to have access to the information, instruction, supervision and training required to enable them to discharge their responsibilities.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. As such, we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.