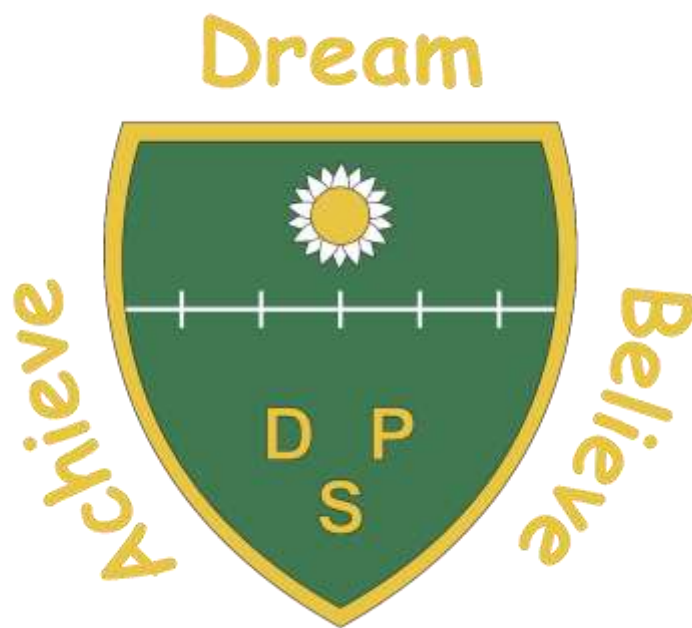


Daisyfield Primary School



Music Policy

September 2023

Intent

At Daisyfield Primary School we believe that music is a universal language that embodies one of the highest forms of creativity. A high quality music education will 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. Our aim is to expose children to all genres of music not only through the music curriculum but also by weaving it into school life. We want to nurture and develop children's talents and abilities in this area by exposing them to music in its many different forms.

Our curriculum aims to develop children who are:

- Curious
- Creative
- Independent thinkers
- Courageous and compassionate
- Risk takers
- Resilient
- Open to trying new things
- Confident
- Articulate
- Contribute to wider society
- And instil a love of learning which will stay with them for life.

Impact

Through the clear and aspirational intent and structured and rigorous implementation of the music curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills in music. The impact of this is measured in the following ways:

- Monitoring of the subject through, planning, learning walks, lesson observations and pupil discussions to measure the impact of music in all year groups. Areas of strengths are celebrated and areas for development are acted upon.
- Teacher subject knowledge is reviewed through lesson observations and pupil questionnaires. This information is used to plan staff meetings and external training opportunities.
- Setting clear outcomes for individual lessons and blocks of learning, ensuring the children understand what is expected and how to make progress against specific criteria.
- Showcasing pieces of music/songs e.g. class/parent assemblies
- Recording classroom work at the beginning and end of each topic unit to assess skills of individual children.
- Ensuring teachers assess children's learning and skill knowledge through the consistent use of the school's assessment criteria.

Aims

The aim of our curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the curriculum so that it provides breadth and depth and also allows all children to succeed both within the classroom and beyond. The following are the ways we ensure that the curriculum is taught in line with our aims;

- There is a clear balance of knowledge and skills. Knowledge and skills are mapped out to ensure progression between year groups. This promotes a music curriculum that is progressive and allows children to build upon previous learning.
- Units of work are planned and delivered in line with the Dimensions topic based curriculum so that learning can be built upon which enables knowledge to be embedded.
- Speaking and listening is promoted and woven in through the subject. It is a core skill that allows children to develop their ability to communicate effectively. We feel this is particularly pertinent for the children in our school.
- We provide a wide range of first-hand experiences to help children make connections and remember more.
- Throughout their time in Year 4, children have the opportunity to learn to play a brass instrument. They then have the option to continue learning the instruments in Y5 and Y6.
- The music curriculum is adapted to meet the needs of all learners and prepare them for the next stage in their education.
- Subject specific vocabulary is selected and taught explicitly using the national curriculum. This is progressive across year groups and can be displayed in classrooms so the children can refer to it. This helps the children to articulate their knowledge and understanding.
- We promote curiosity and critical thinking by giving children lots of opportunities to ask questions about their learning. They use some of these questions to further their learning by doing their own research.
- Pupils are given an opportunity to reflect at the end of each unit by sharing their learning in a variety of ways and showcase their learning at several times throughout the year.
- Collaboration is promoted at all levels of school life. In lessons children regularly have the opportunity to work in groups or pairs.
- Feedback is predominantly verbal. The purpose of any feedback given is to move a child forward with their learning.
- Expert teacher subject knowledge is developed through CPD and coaching by the Music Co-Ordinator.
- All Children are exposed to a wide variety of music genres and instruments. This is delivered in our weekly KS1 and KS2 singing sessions as well as during our whole school celebration assembly. Over the year, a variety of music genres will be played and particular attention will be drawn to the instruments and artist/composers.

Curriculum

Our curriculum meets the needs of every pupil. Music is taught through a combination of subject knowledge and composing, performing and listening and appraising skills. Learning takes place both inside and outside the classroom. We plan and deliver an engaging and challenging curriculum where learning is robust, transferrable and children are encouraged to make connections. This includes lessons (including learning a brass instrument via Wider Ops) as well as learning that takes place outside the classroom such as; trips (including Halle Orchestra), visitors (Travelling by Tuba, Bolton Music Service bands), events (Sing Together music festival), extracurricular clubs (School choir, Nasheed's for all) and first hand experiences. This is particularly pertinent for our children as it ensures they leave Daisyfield Primary School as well - rounded individuals who can make a contribution to not only their own community but the wider world.

At Daisyfield Priary School, we follow the statutory programme of study and attainment targets for music at KS1 & KS2.

Key stage 1

Pupils should 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

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.

Music is delivered through the Kapow scheme of work (See table below) There is a consistent approach across all year groups where cross-curricular links are made where appropriate to embed learning.

| | KS1 | | LKS2 | | Hazel | UPKS2 | |
|------------|--|---|---|---|--|--|---|
| | Cycle A Y1 skills | Cycle B Y2 skills | Cycle A Y3 skills | Cycle B Y4 skills | Only Cycle Y4/5 skills | Cycle A Y5 skills | Cycle B Y6 skills |
| Aut | Classical music, dynamics and tempo (theme: animals) | African call and response song (theme: animals) | Creating compositions. Response to an animation. Theme: mountains | Body and tuned percussion. Theme: Rainforests | WOPS music lesson 1hr every week. Learning to play a Brass instrument. | Composition notation. Theme: Ancient Egypt | Dynamics, pitch and tempo Theme: coast – Fingal's Cay by Mendelssohn |
| Sp | Music Vocabulary (under the sea) | Musical me | Pentatonic melodies and composition (Chinese New Year) | Changes in pitch. Tempo and dynamics. Theme: Rivers | WOPS music lesson 1hr every week. Learning to play a Brass instrument. | Looping and remixing | Film music |
| Sum | Vocal and body sounds (Theme: by the sea) | Dynamics, timbre, tempo and motifs (theme: space) | Developing singing techniques Theme: Vikings | Adapting and transposing motifs. Theme: Romans | WOPS music lesson 1hr every week. Learning to play a Brass instrument. | Y5 Musical theatre Y6 Composing and performing a leavers song. | Y5 Musical theatre Y6 Composing and performing a leavers song. |

For the Early Years Foundation Stage, we use the 'Development Matters' non-statutory guidance and encourage our pupils to represent their own ideas, thoughts and feelings through music, by being creative and thinking critically.

| EYFS Links to Music | | | |
|----------------------|----------------------------|--|---|
| 3-4 year olds | Communication and Language | Sing a large repertoire of songs. | |
| | Physical Development | Use large-muscle movements to wave flags and streamers, paint and make marks. | |
| | Expressive Arts and Design | Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. | |
| Reception | Communication and Language | Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. | |
| | Physical Development | Combine different movements with ease and fluency. | |
| | Expressive Arts and Design | Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. | |
| ELG | Expressive Arts and Design | Being Imaginative and Expressive | Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

Assessment

At Daisyfield, we ensure teachers assess children's learning and skill knowledge in line with the school's assessment policy.

By the end of each key stage, pupils are expected to know, apply and understand the skills and process specified in the relevant programme of study.

Pupils in KS1 and KS2 are expected to show their progression through recordings taken at the beginning and end of a progressive unit of work and assessment will be undertaken in various forms, including the following:

- Pupil voice questionnaires
- Ongoing discussion with pupils about their work.

- Assessing work against learning objectives.
- Pupils self- evaluation of their work.

Teachers will also assess pupils:

- Knowledge of skills, inter related dimensions and instrument names, sounds and how they are used effectively.
- Ability to record and communicate their ideas in a clear manner.
- Personal qualities and attitudes towards their work.
- Ability to explain the process they have followed.
- Ability to evaluate their own work and the work of others.

Resources

The school has a selection of centrally stored instruments that are housed in KS1 and KS2 boxes to ensure that pupils have access to the necessary resources. EYFS have a separate selection of instruments that are housed within their unit.

The Music budget covers the cost of replacement instruments, ELE experiences and an annual visit of the travelling Tuba music experience.

An audit of the musical resources will be undertaken on an annual basis.

Health and Safety

Pupils are allowed full access to a wide range of instruments and musical recordings in music to maximise their learning experience.

The risk of each area of learning and instruments required will be assessed by the classroom teacher and subject leader before lessons.

Pupils will be taught to use instruments properly by the classroom teacher before use. They will be fully briefed on the importance of how to correctly use the instruments.

Special Educational Needs

The Music curriculum is adapted to meet the needs of all learners and prepare them for the next stage in their education.

More Able and Talented

At Daisyfield we identify our More Able and Talented children using our Daisyfield Assessments. We outline those working 'Above' given objectives. We meet the needs of these children by planning for specific questioning opportunities which require Higher Order Thinking Skills.

In Music we have identified 5 characteristics of the most able which are as follows:

- Listen to music regularly picking up rhythm and melody quickly.
- Find it difficult not to respond to music.
- Memorise music quickly without any apparent effort. Be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing).
- Recognise that music communicates ideas, emotions etc and can influence the feelings of the audience.
- Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence.

Monitoring

Monitoring of the subject will take place through, planning, lesson observations, recorded evidence and pupil discussions to measure the impact of Music in all year groups. Areas of strengths are celebrated and areas for development are acted upon.

Feedback is both written and verbal.

Reviewed September 2023

Review date: September 2024