



At Ashfield Valley we care for and value every child in a nurturing, inclusive environment.

All members of our school community will work hard to ensure that every pupil achieves their full potential and has the opportunity to shine.

Music Policy

Reviewed: September 2022

Date of next review:
September 2023

Rationale

This policy details the provision we make for the learning and teaching of Music at our school and in particular:

- The importance the school attaches to first class teaching and learning opportunities in Music as an entitlement to all its pupils.
- To provide support and reference to staff to ensure a consistency with both quality and approach.
- To highlight how the curriculum has been designed to ensure breadth, balance, continuity and progression in the outcomes of all subjects.
- How we have organised the Music curriculum, developed its outcomes and how this is monitored and assessed.
- How summative and formative assessment is used to assess the children's progress in and across key stages against objectives defined for individual subject outcomes.
- To emphasise that high quality teaching and learning of Music is the responsibility of all staff.

Purpose

The purposes to this policy are to:

- Highlight the importance and value our school attaches to pupils learning Music and to developing as young musicians.
- Recognise and establish an entitlement to learning and teaching in Music for all our pupils as a statutory educational requirement.
- Make explicit our expectations in terms of subject outcomes and performance for pupils in Music as they progress through the school.
- Ensure continuity and progression in terms of subject knowledge, skills application and the development of appropriate attitudes and values.
- Clarify how we will assess, record and communicate the performance of our pupils in Music as they progress through the school.
- Outline the approach to learning and teaching Music our school has adopted.

The value of Music within our curriculum

We believe that developing a love for learning in Music is crucial and we do this, by inspiring curiosity and providing children with the essential skills and knowledge to build upon and prepare them for the next stage. We aim to provide a high quality music education knowing that teaching music is highly important for the following reasons:

1. Music boosts school improvement - when the magic of music is allowed to permeate the whole curriculum it can have a positive impact on everything from academic attainment to student attendance.

2. Music improves learning skills - *Hallam (2015, p. 72)* notes that 'overall, the evidence from correlation studies suggests that children who experience musical training have advantages across all school subjects except sport.'
3. Music fosters team working – Music promotes the importance of working harmoniously with others towards a common goal.
4. Music builds life skills - Playing an instrument or learning to sing requires real concentration, quietness and calm whether on stage or in the classroom. Working alongside other members of a musical group helps children to recognise their own skills and appreciate those of others. This builds life skills such as empathy, problem solving and communication, and a sense of responsibility and commitment.
5. Music underpins better behaviour - To learn music you need discipline. To play well requires regular practice and dedication.
6. Music encourages creativity - Music enables young people to express themselves like no other medium. It empowers them to shape their world through sound and allows them to exercise their imaginations. Encouraging creativity also teaches them to think outside the box when problem solving. To succeed in the future, children will need to be inventive, resourceful and imaginative, and arts education will help.
7. Music is for life - An early start in music often results in music becoming a life-long passion. The skills acquired from learning music can feed into your everyday, whilst playing, listening and enjoying music never needs to end.
8. Music is an educational building block - The Department for Education has stated that a high-quality music education can improve self-confidence, behaviour and social skills as well as improve academic achievement across the curriculum with disadvantaged children benefitting the most.
9. Music is fun - Music making is not only good for the brain but also the heart! Young people enjoy the pleasure of mastering a tune or a song.
10. Music is for everyone - Music is inclusive irrespective of abilities. Music gives children a unique motivation to participate and communicate and advances in technology mean more children than ever can take part in and reap the many benefits of a music education.

Intent -

Ashfield Valley aims to provide all pupils with a high quality music education, which engages and inspires children to develop a life-long love of music, increases their self-confidence, creativity, and imagination and provides opportunities for self-expression and a sense of personal achievement. We offer opportunities for children to develop and explore their talents in all aspects of music including composition, singing, appreciation and performing whilst experiencing a variety of genres and composers and allowing all children equal access to music through a wide variety of tuned/untuned percussion and pitched instruments showing an awareness of correct usage. We appreciate the voice as an instrument in its own right and to perform for a variety of audiences.

Implementation –

In Music, learning is facilitated through a skills based approach, which allows clear progression of musical skills throughout year groups. Our Music curriculum has been designed by exploring the expectations of the National Curriculum and using the Greater Manchester Scheme Charanga. We also provide whole class instrument lessons for pupils in Key Stage 2 provided by Rochdale Music Service.

Programme of Study: Acting as a Musician

1. Singing, playing & performing:

Singing songs with growing confidence and accuracy within an appropriate vocal range with clear diction, accurate tuning (pitch), accurate timing (tempo) control of breathing and communicating an awareness of style. Singing in unison, two-part, rounds and canons.

The children will be taught to play instruments with growing confidence, perform and maintain an ostinato part (repeating rhythm), keep to the pulse and also maintain a simple melody.

They will also have the opportunity to perform for a variety of audiences, through the delivery of a piece of music on a range of instruments, ranging from voice to tuned percussion and pitched. They will be taught to show an awareness of the etiquette of performance situations both as a musician and as an audience member.

2. Exploring and composing

The children will explore a wide variety of instruments both tuned/untuned percussion and pitched instruments through their curricular lessons and extra-curricular sessions on offer to all pupils. There is opportunity to improvise and compose music for a range of purposes, refining the use of the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.

Programme of Study: Thinking as a Musician

3. Transcribing

The children will be given opportunities to transcribe their compositions through a variety of methods such as a graphic score or standard notation.

4. Describing

The children will be given a wide range of opportunities to listen and appraise music through not only their curricular music lessons but also throughout their week in school (assemblies etc). All children are encouraged to listen with attention and detail to a range of music from different genres, cultures and times (historically) identifying their key indicators. They will show awareness of the changes in music through both movement and verbally progressing

onto describing using the inter-related dimensions of music.

Teachers/support staff will deliver curriculum music through a variety of resources supported by the Charanga website. At least once a year, children will utilise skills learnt during curriculum music in class assemblies and in performances when they have completed whole class instrument lessons. This will include the use of tuned/un-tuned instruments as well as methods of performance.

EYFS-

Music is taught on a weekly basis in EYFS. Lots of the Music teaching and learning in EYFS is about joining in with simple songs and rhymes, exploring the voice in different ways, moving to the pulse of the music and copying rhythms using different sounds. Children are introduced to changes in dynamics and explore with changing sounds and words to add to simple songs. The children are introduced to the simplest form of notation, suggesting symbols to represent sounds and are encouraged to react to the music they hear, knowing that different instruments make different sounds. We also allow our children to explore simple percussion instruments in EYFS.

KS1

Music is taught on a weekly basis every other half term in KS1 delivered by the class teacher. During their time in KS1, children build upon their musical experience from EYFS. They explore using the voice expressively and creatively, find the pulse of a piece of music and begin to identify the difference between pulse and rhythm. Furthermore, they explore simple dynamics in music both vocally and instrumentally and add simple accompaniments to songs using tuned and untuned percussion instruments. The children experiment combining sounds using the interrelated dimensions taught whilst using graphic notation to recognise the relationship between shape and pitch. By the end of the key stage, they are able to recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music and are able to listen with concentration to a range of recorded and live music, expressing opinions about the music.

KS2

Music is taught weekly every other half term. During their time in KS2, children build upon their musical experience from KS1. Children will develop further as singers singing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and both individually and part of ensembles. They will confidently and appropriately make use of dynamics and tempo when performing, following physical signals and written symbols and will be able to play and perform in solo and ensemble contexts, playing and singing with increased accuracy, fluency, control and expression, all whilst conforming to the etiquette of performance situations as a musician and as an audience member. Children will be able to improvise and compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. They will recognise the notation for semibreves, minims, crotchets, quavers semi-quavers and crotchet rests and be able to use these with growing confidence. In terms of thinking as a musician, they will be able to understand, recognise and describe how the inter-

related dimension of music can be used to create different moods and effects using appropriate musical vocabulary, recognise and name a growing number of individual instruments within instrumental families and appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians. Years 3 to 5 learn to play a tuned instrument each year and this is delivered by Rochdale Music Service. We provide opportunities to hear live music provided by visiting musicians or visits to local venue such as The Bridgewater Hall in Manchester.

Whole School

As a whole school, we provide occasions for our pupils to perform musically in a variety of formats including Christmas shows and end of year performances. We use technology to aid musical teaching and experiences throughout our school from Purple Mash and Charanga.

SMSC-

The teaching and development of SMSC is not a separate subject that is taught explicitly but an aspect of learning that should be present throughout the school in both its lessons and the behaviour from everyone in and around school. We also aim to develop SMSC through worship, behaviour expectations and our attitudes in school. This also links to the teaching of British values which as articulated in the Government's 'Prevent' strategy of 2011 we have a focus on the core British values which are: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and belief.

Music allows teachers to promote the values of SMSC and British Values through the teaching and learning of democracy, tolerance and respect through the topics selected and the key concepts the children are exposed to. Spiritual development is encouraged by providing pupils with opportunities to think deeply and question the way in which music has the power to influence and change behaviours, opinions and actions. Music lessons provide pupils with the opportunities to be creative and express their response to a range of stimuli. Pupils are encouraged to share their responses and to develop their spiritual awareness of music – whether it be through the enjoyment of listening to and making music alone or with others. Moral development is encouraged through the opportunities pupil are given to engage in critical discussion of musical performances from other students and we encourage pupils to reflect on any specific or cultural references. Where children present their own work we ensure that assessment and evaluation is fair. It allows children to develop respect for others, explore role models in music – discuss the influence (both good and bad) famous people can have, understand that some music can be inappropriate in different circumstances and gives them the chance to express their own responses and opinions of the work of others with a justification for their view. Social development in music is delivered through pupils routinely collaborating in group tasks, as well as being given the opportunity to take responsibility for their own learning outcomes and progress. Skills to enhance their independence, time management and resilience are encouraged. A sense of unity is built through group tasks; these encourage pupils to address their individual abilities and strengths and then work to collaboratively to build on these. When required to express their feelings, pupils are encouraged to do so sensitively. Pupils also work on music themes to develop their understanding of fundamental British Values. It allows them to work collaboratively on musical projects and develop a sense of pride in performing as part of the school community, independently or as part of a group. Cultural education in music encourages children to

understand that music is a universal way in which to communicate feelings, emotions and express responses, with a myriad of cultural inputs through the ages. This involves pupils developing an appreciation of music drawn from a wide variety of genres, forms and purposes. Pupils have opportunities to explore aspects of their own culture and begin to recognise and appreciate, differences in music, from different times and places. They can also begin to make connections between different cultures.

Inclusion, equality of opportunity and differentiation

Music forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with music and develop as young musicians irrespective of their race, cultural background, gender, sexual identity, religion, creed, level of intellectual ability or physical and emotional circumstances. Music encompasses all of the above and at our school we model this in terms of the inclusive nature of the learning and teaching we provide.

Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in Music including those with special educational needs, those with disabilities and those identified as More Able and those with English as an additional language. In our planning we take due regard of factors such as classroom organisation, learning materials and the learning environment.

Connecting Music to other areas of the Curriculum

In our planning we have made meaningful links between Music and other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds value to and extends the musical understanding of our pupils. Making such links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in Music for each stage of learning.

Impact - Expectations of outcomes

At our school an important objective is for all pupils to develop as young musicians and we achieve this by recognising and planning for what becoming better at Music entails – progression - and consequently challenging and supporting our pupils to work musically in a more rigorous manner as they progress through the school. To enable this to happen we have established an outcomes driven curriculum which recognises the crucial importance of identifying not just what we want our pupils to know and do in Music but also the intellectual outcomes we intend them to achieve through their learning. This includes:

- A broad and deep understanding of Music, being able to make links with other subject curriculum areas and the ability to talk about these confidently.
- A broad and deep knowledge of Music and how it is created, in order to gain maximum appreciation of the art of music.

- An understanding that the enjoyment and pleasure when listening to and experiencing music supports and benefits mental health and wellbeing on a personal level.
- A positive attitude towards understanding and tolerance of the diversity of the United Kingdom and respect of other cultures and personal preferences.

Assessment and Reporting-

On going assessments are recorded against year group specific skills, as presented on the skills progression sheet at the end of the unit of work. On these occasions teachers should draw upon the intelligence gained from the on going formative assessment of pupils, which is integral to each enquiry, to make a summative judgement as to whether the pupil has achieved the expected level of attainment detailed in the performance descriptor, exceeded the expectations or has yet to reach the anticipated level. Evidence is drawn from a wide range of sources to inform this process including interaction with pupils during discussions and related questioning, observations of singing, playing and performing and composition of music.

Most critically this decision is based on the professional knowledge and judgement that the teacher

Monitoring and Evaluation and the role of the subject leader-

All teachers at our school are responsible for monitoring standards in Music but the Music subject leader, under the direction of the Headteacher, takes a lead in this. Monitoring activities are planned across the year and form part of the Music leader's leadership schedule. In summary, these include:

- Analysing samples of pupils' music work to moderate standards (attainment and progress against outcomes and end of stage performance descriptors) to ensure consistency through the video evidence;
- Carrying out learning walks to ensure that learning and teaching is appropriately engaging and challenging and that the anticipated subject progress is being made by the pupils;
- Speaking to the pupils about their Music lessons and what they remember about the subject.
- In collaboration with teaching colleagues the subject leader drafts and finalise a Music Action Plan which is informed by the School Development Plan;

The Music leader has the responsibility to take a lead in developing Music further across the school within the school's development plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect support from the Music leader arising from targets identified in the school improvement plan.

To develop staff confidence and competence in teaching Music the leader will:

- Attend subject professional development opportunities as they arise and in the context of the priorities of the whole School Development Plan together with the Music Action Plan
- Identify and source staff training needs arising
- Arrange for relevant advice and information from professional development programmes, including courses, to be disseminated

- Where necessary lead (or arrange) school-based professional development meetings for colleagues.
- To attend the Rochdale Music Subject Leader's Network each half term.