1. Legal framework

1.1. 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 (2017) ‘Statutory framework for the early years foundation stage’

2. Roles and responsibilities

2.1. The Music 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 teachers 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-related resources.
* Liaising with teachers across all phases.
* Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
* Leading staff meetings and providing staff members with the appropriate training.
* Organising, providing and monitoring CPD opportunities in the subject.
* Ensuring common standards are met for recording and assessing pupil performance.
* Advising on the contribution of music to other curriculum areas, including cross-curricular and extra-curricular activities.
* Collating assessment data and setting new priorities for the development of music in subsequent years.

2.2. The classroom teacher(s) is/are responsible for:

* Acting in accordance with this policy.
* Ensuring progression of pupils’ musical skills, with due regard to the national curriculum.
* Planning lessons effectively using the Lancashire Charanga Music Scheme, ensuring a range of teaching methods is used to cover the content of the national curriculum.
* Liaising with the subject leader about key topics, resources and support for individual pupils.
* Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
* Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
* Undertaking any training that is necessary in order to effectively teach the subject.

2.3. The special educational needs coordinator is responsible for:

* Liaising with the subject leader in order to implement and develop specialist music-based learning throughout the school.
* Organising and providing training for staff regarding the music curriculum for pupils with special educational needs and disabilities (SEND).
* Advising staff how best to support pupils’ needs. Advising staff on the inclusion of musical objectives in pupils’ individual education plans.
* Advising staff on the use of teaching assistants in order to meet pupils’ needs.

3. Early years foundation stage (EYFS)

3.1. All pupils in the EYFS are taught music from the Lancashire Charanga Music scheme as an integral part of the topic work covered during the academic year.

3.2. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

3.3. The music curriculum in the EYFS is delivered with particular reference to the ELG16 – exploring and using media and materials, which enables children to:

* Sing songs, make music and dance, and experiment with ways of developing the sounds and movements used.
* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
* Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
* Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stores.

4. National curriculum

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

4.2. 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.

4.3. 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.

4.4. 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.

5. Cross-curricular links

5.1. Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

5.2. 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.

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

5.4. ICT - Pupils learn to use technology to compose music, and enhance their research skills through the internet . Pupils listen to music electronically and record compositions electronically.

5.5. PSHE –

* 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.

6. Teaching and learning

6.1. Music lessons are delivered once a week for KS2 and will last between 45 minutes to one hour. Within KS1, lessons will be delivered within 30 – 45 minute sessions, once a week.

6.2. Weekly teaching of music is delivered by the class teacher within all year groups. Specialist teachers will teach specific musical instruments throughout KS2.

6.3. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

6.4. Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates.

6.5. Lessons focus on a wide range of musical skills and understanding, including the following:

* Singing in tune and alongside others
* Structure and organisation of music
* Appreciating different forms of music Listening to music, progressing to extended pieces of music as pupils move through year groups
* Representing feelings and emotions through music
* Recognising pulse and pitch
* Using the voices of others to combine and make different sounds.
* Musical notation and how to compose music.

6.6. The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

* Setting tasks which can have a variety of responses.
* Providing resources of differing complexity, according to the ability of the pupils.
* Setting tasks of varying difficulty, depending on the ability group.
* Utilising teaching assistants to ensure that pupils are effectively supported.

6.7. Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

6.8. At Britannia Community Primary School, we do not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

7. Planning

7.1. 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.

7.2. The school creates long-term, medium-term and short-term plans for delivery of the music curriculum.

7.3. The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

7.4. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils’ needs and identifying the methods in which topics could be taught.

7.5. All relevant staff members are briefed on the school’s planning procedures as part of their staff training.

7.6. In the school, music is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

7.7. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

7.8. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

7.9. Long-term planning will be used to outline the units to be taught within each year group.

7.10. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.

7.11. Medium-term plans will identify learning objectives, main learning activities and differentiation.

7.12. Medium-term plans will be shared by the subject leader to all staff ensuring there is progression between years.

8. Assessment and reporting

8.1. Pupils will be assessed and their progression recorded by way of the accessible framework provided within the Charanga Music scheme.

8.2. Continual and formative assessments will be undertaken within each lesson by the specialist and class teacher.

8.3. An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

8.4. Children’s attainment will be recorded against the End of Key Stage Expectations at the end of Year 2 and Year 6.

8.5. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the ‘Statutory framework for the early year’s foundation stage’.

8.6. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

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

* Talking to pupils and asking questions.
* Discussing pupils’ work with them.
* Pupils’ self-evaluation of their work.

9. Musical events and opportunities

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

9.2. The school choir meets on a weekly basis to allow pupils to enjoy singing together. The school choir also performs in public on a number of occasions throughout the year.

9.3. The school sets provisions for children to learn a musical instrument with a specialist teacher during their time within KS1 and KS2. Opportunities to showcase learning within the terms are organised to celebrate children’s progression.

9.4. Private tuition with a specialist music teacher is offered to children wishing to broaden their musical experience.

9.5. The following opportunities are available:

* school choir.
* Class tuition to play musical instruments.
* Private tuition to play musical instruments.

10. Resources

10.1. 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.

10.2. The online Charanga Music scheme provides accessible resources for children and adults.

10.3. The Charanga Music scheme allows teachers and children to access a broad selection of music and videos to aid learning within music lessons.

10.4. Resources, which are not required on a daily basis, and those in relation to key whole-school topics, will be stored in the storeroom.

10.5. The subject leader will undertake an audit of musical equipment and resources on an annual basis.

11. Equal opportunities

11.1. All pupils will have equal access to the music curriculum.

11.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons.

11.3. 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.

11.4. All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

11.5. School aims 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.

12. Monitoring and review

12.1. This policy will be reviewed on an annual basis by the subject leader.

12.2. The subject leader will monitor teaching and learning in the subject to ensure the national curriculum is covered across all phases of pupils’ education.

12.3. A named member of the governing body is linked with the subject leader to oversee the teaching of music, and meets regularly with the subject leader to review progress.

12.4. Any changes made to this policy will be communicated to all teaching staff.