

King's Hill Primary School



Music Policy

Contents

- 1. Curriculum Statement**
- 2. Teaching and Learning**
- 3. Assessment**
- 4. Planning and Resources**
- 5. Organisation**
- 6. EYFS**
- 7. KS1 and KS2**
- 8. Equal Opportunities and Inclusion**
- 9. Role of the Subject Leader/Team**
- 10. Parental Involvement/Home Links**

King's Hill Primary School – Music

1. Curriculum Statement

Music is a fundamental feature of human existence; it is found in all societies, throughout history and across the world. Taking the expressive qualities of sound as its starting point, music allows pupils to explore, create, select, organise, practise, present and communicate ideas and enables pupils to listen critically. Music can change the way pupils feel, think and act. It affects moods and emotions providing opportunity for personal expression, reflection and emotional well-being. It develops thinking, increasing perception, imagination, creativity and physical coordination.

Music is a unique way of communicating that can inspire and motivate pupils. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables pupils to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping pupils feel part of a community.

Intent

The **national curriculum** for music 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 the great composers and musicians
- 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
- 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.

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.

Implementation

Music is taught from Early Years up to Year Six at King's Hill Primary School. In Early Years, we teach music as an integral part of the topic work covered during the year. We relate the musical aspects 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 pupils' personal and social development. Counting songs foster a pupil's mathematical ability, and songs from different cultures increase a pupil's knowledge and understanding of the world.

The school has implemented a blocked curriculum approach to the teaching of music. This ensures pupils are able to focus for longer on each specific area of music and develop a more secure understanding over time. This approach is also designed to enable pupils to progress to a greater depth of understanding. Subsequent blocks continue to consolidate previous learning so that pupils continually practise key skills and are able to recognise how different aspects of music are linked.

Kings Hill Primary School has a school choir which we encourage all pupils from Y3-5 to join. There are also other opportunities for pupils to join different musical clubs. We provide opportunities throughout the year for budding musicians to perform for the school community. This includes ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success.

We also demonstrate and encourage our school values through assemblies and class, whole school or community performances. Where possible we invite our parents and carers in to join to participate in musical activities / events, modelling to them behaviours we want to promote in our school and community sharing ideas with them on how this can be supported at home too.

Impact

Music is a social activity which helps pupils to develop skills that will be essential in later life. The impact music has on pupils at Kings Hill is:

- pleasure in a sense of individual and collective achievement
- presenting oneself in front of others
- listening skills and sensitivity to sound
- imagination and inventiveness
- intellectual and artistic skills and the ability to analyse and solve problems and develop ideas
- lengthened attention and concentration span
- concern for accuracy
- communication skills (verbal as well as non-verbal)
- social skills, such as cooperation, resourcefulness, perseverance, tolerance, self-confidence, working as a team, leading and being led
- self-motivation, self-discipline, self-analysis and self-evaluation
- awareness and appreciation of a wide range of cultural traditions

2. Teaching and Learning

Music takes place weekly for around 30 minutes to 1 hour. Each year group in the school will have one term of music taught by an outside agency. The other two terms music is taught through whole school singing assemblies and by the class teacher. Pupils are taught to play a musical instrument with good technique appropriate to that chosen instrument. Instruments include keyboards, drum kit, steel drum, glockenspiel and melodica. The repertoire taught includes pop and rock music, film themes and instrumental pieces. The history of music is also discussed, along with social structures that may have given rise to a particular genre, for example; Brit Pop.

As a natural consequence of these lessons, pupils learn musical notation, signs, symbols and terms. From repeat marks, to dynamic contrast and timbre, pupils will understand musical direction and more importantly, how to reproduce it when playing their instrument. Different abilities and speed of learning is always taken into consideration. More able pupils are challenged, others perhaps given a less challenging role to play in the class band. During the course of the school year, world music projects are taught, including steel drums and djembe. Pupils are encouraged and helped to pursue their individual interest on their chosen instrument.

Performing in public is such an important part of playing music. Pupils are invited and encouraged to play often in concerts, both at school and outside events. This raises self-esteem generally, as well as heightening musical standards.

Music is often taught and used within the wider areas of the curriculum, and to support and enhance the work done within the topics planned. Kings Hill uses the national curriculum and skill progression statements for music as the basis for its curriculum planning. While

there are opportunities for pupils of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that pupils are increasingly challenged as they move through the school.

Cross curricular links are encouraged and a wide repertoire and resources are used tying in with a creative curriculum theme within the school. Due to this, arrangements have been specially written for 'Romans', 'Pirates', 'Vikings' and 'Ice' topics and themes.

3. Assessment

Assessment for Learning:

Pupils demonstrate their ability in music in a variety of different ways. Teachers will assess the pupils work in music by making informal judgements as they observe them during lessons. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the national curriculum and the schools Musical Skills Progression Statements.

Formative Assessment:

Ongoing assessment is a feature of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary. The lesson structure of music is designed to support this process and the reflect task at the end of each lesson also allows for misconceptions to be addressed. At the end of each blocked unit of work, pupils may complete a live music performance to further evidence learning. The outcome can be help to ensure that any identified gaps in understanding, can be addressed.

Summative Assessment:

At the end of each school year, a London College of Music Examiner will assess Year 6, in the form of a formal practical music ensemble examination. These qualifications are accredited and appear on the National Qualification framework. For example, level two equates, in performance terms, to a GCSE music grade B-C. The class is responsible for presenting a short repertoire and completing a written programme for the examiner to assess. The process and discipline required gives pupils an enduring love, enjoyment and appreciation of music, as well as the personal disciplines and motivation necessary for life-long learning.

Data analysis of the skill / progression statements are used to inform the whole school tracking of attainment and progress of each pupil. The data also informs whole school and subject development priorities for the next school year.

4. Planning & Resources

Our school uses the national curriculum / key skill progression statements as the basis for its curriculum planning. This has created an integrated, practical, exploratory and child led approach to musical learning.

The learning within this is based on:

- Listening and Appraising,
- Musical Activities (including Creating and Exploring)
- Singing and Performing.

While there are opportunities for pupils of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the pupils are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

The following resources are available to aid the teaching of music at Kings Hill Primary School.

- Sing up! music scheme – all teachers and TA's have individual logins
- sound system, laptop and projector in the hall
- a range of musical resources on CD which includes classical, popular and cultural music
- a selection of un-tuned percussion instruments
- A selection of tuned instruments – for example glockenspiels, ukuleles and recorders

5. Organisation

At Kings Hill we enhance pupil's experiences and learning by utilising different opportunities in our music curriculum and around the school within our wider community. Whilst teaching the national curriculum we also embed various experiences to develop their skills in this curriculum area to prepare them for the real world. We take advantage of any opportunities to visit our local community or engage with the wider community to see what is happening around us.

The school has implemented a blocked curriculum approach to the teaching of music. This ensures pupils are able to focus for longer on each specific area of music and develop a more secure understanding over time. This approach is also designed to enable pupils to progress to a greater depth of understanding. Subsequent blocks continue to consolidate previous learning so that pupils continually practise key skills and are able to recognise how different aspects of music are linked.

Kings Hill Primary School has a school choir which we encourage all pupils from Y3-5 to join. There are also other opportunities for pupils to join different musical clubs. We provide opportunities throughout the year for budding musicians to perform for the school community. This includes ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success.

Within this, we also demonstrate and encourage our school values through assemblies and class, whole school or community performances. Where possible we invite our parents and carers in to join to participate in musical activities / events, modelling to them behaviours

we want to promote in our school and community sharing ideas with them on how this can be supported at home too.

6. EYFS

Music in EYFS is an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage, the musical aspects of the children's work relate to the objectives set out in the Early Learning Goals (ELGs). 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.

Early Years have access to specialised lessons, normally in the summer term.

7. KS1 and KS2

At Kings Hill Primary School, we aim to make music an enjoyable learning experience and encourage pupils to participate in a variety of musical activities, enabling them to gain the knowledge and skills to be successful in the subject. We provide opportunities for all pupils to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Music is often taught both discretely and within other areas of the curriculum. Our school adheres to the requirements of the national curriculum for music as the basis for its curriculum planning. Whilst there are opportunities for pupils of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that pupils are increasingly challenged as they move through the school.

8. Equal Opportunities and Inclusion

The music policy firmly supports the equal opportunities philosophy of the school. Every pupil, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. There is a commitment to value, explore and perform music of all cultures. Music plays an important part in the celebration of religious and cultural festivals

We recognise that in all classes, pupils have a wide range of musical ability, and so, we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the pupil. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping pupils by ability and setting different tasks for each group;
- grouping pupils in mixed ability groups;
- providing resources of different complexity, depending on the ability of the pupil;
- using teaching assistants to support the work of individuals or groups of pupils

9. Role of the Subject Lead

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

The subject leader will:

- Work to raise the profile of music at King's Hill through best practice. They will provide support as required as part of the staff members continued professional development.
- Ensure classroom environments are conducive to learning, through effective use of displays and accessibility and availability of resources
- Involve the school in 'celebrations' of music, including participation in events such as 'Christmas Concerts.
- Monitor progression and continuity of music throughout school through observations and regular monitoring of outcomes of music performances.
- Ensure that all staff have access to year group plans and the relevant resources which accompany them.
- Monitor pupils' progress through the analysis of whole school data. This will be used to inform the subject development plan which will detail how standards in the subject are to be maintained and developed further.
- Organise, audit and purchase music resources.
- Ensure that all staff have access to professional development including observations of outstanding practice in the subject.

During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

10. Parental Involvement/Home Links

At King's Hill we recognise that parents and carers have a valuable role to play in supporting their child's musical learning.

- Parents are informed of their child's progress at Parents' Evenings and this is also communicated in written school reports.
- The year group expectations are shared with parents so they are able to support them at home.
- We provide opportunities throughout the year for budding musicians to perform for the school community. This includes ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success. Within this, we also demonstrate and encourage our school values through assemblies and class, whole school or community performances.
- Where possible we invite our parents and carers in to join to participate in Musical activities / events, modelling to them behaviours we want to promote in our school and community sharing ideas with them on how this can be supported at home too.

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