



Music Policy

- Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.
- Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels.
- Music can be a lifelong source of pleasure. It is education for life.

1. Subject statement

Intent

To encourage, all pupils to:

- develop musical skills and concepts through listening, appraising, performing and composing.
- have the opportunity to learn a musical instrument and the chance to progress to the next level of musical excellence through extra-curricular clubs.
- develop social skills through co-operation with others in the shared experience of music making.
- develop an understanding of musical traditions in a variety of cultures, genres and historical periods.
- be motivated to enjoy and succeed in music.
- understand and explore how music is created and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and musical notations.
- use technology to explore and create music.

Implementation

- The school policy is to plan from the National Curriculum and Foundation Stage Guidance, with support from Kapow Music.
- This takes a holistic approach to music, in which individual strands of: performing, listening, composing, the History of music and The Inter-related Dimension of music are interwoven to create engaging and enriching experiences.
- Each of the 5 lesson units combine these strands in a cross-curricular topic-based way. Children will be taught to sing fluently and expressively and play tuned and untuned percussion instruments with accuracy and control.
- Our **Sequential Learning Overview** shows which units cover the National Curriculum attainment targets as well as each of the strands within it.
- Our **Progression of Skills** shows the skills taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage.
- The Kapow Scheme follows a spiral curriculum model where previous skills and knowledge are returned to and built upon.
- In each lesson children will actively participate in musical activities in a range of style and traditions. Lesson incorporate a range of teaching methods from individual, paired and group

work, as well as improvisations and teacher led performances. Lessons are hands on and utilize movement and dance, as well as cross curricular links.

- All teachers ensure lessons are differentiated to support all pupils and stretch pupils learning when needed.
- Music is taught weekly, with the support of our peripatetic teacher to ensure subject knowledge is strong and lessons are effective and our curriculum robust.
- Pupils in EYFS and Key Stage One have the opportunity to perform a Christmas concert. Key Stage Two pupils participate in an Easter performance and Year 6 also perform a DARE production and Leavers' performance.
- We also regularly participate in Young Voices, allowing Year 5 and 6 pupils to provide wider opportunities to develop their musicality.

Impact

As a result of this teaching approach the children will:

- listen, appraise, perform and compose in a variety of genres, styles and audiences.
- undertake a balanced program of activities.
- work individually, in groups or as a whole class.
- make appropriate use of I.C.T. to create and record music.
- make use of outside agencies, including peripatetic teachers.
- experience high-quality live music.
- learn a musical instrument in whole class ensemble lessons.
- perform to wider audiences of whole school, parents and in the local community
- develop skills, attitudes and attributes that support learning in other areas that are needed for life and work- e.g. listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

2.Assessment

Assessment of Music will be based on the teachers' judgments and recordings should be simple and straightforward. Progress will be measured against the key skill progress for each individual year group, which will allow for all children to be monitored and show progress within and across year groups.

3.EYFS

Music for EYFS students has a primary focus on singing and movement, developing the student's listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Songs are linked to class topics when appropriate.

Students are accompanied both by piano and backing tracks –the piano providing an instant acoustic and more tangible reference point for students, and the backing track allowing for more diverse timbral palette and more direct approach to guiding students with actions.

There is an annual Christmas show that the students rehearse for and perform in. This involves singing, actions and speaking. It is an integral part of the EYFS curriculum.

4.KS1 AND KS2

The KS1 programme of study extends learning in EYFS, with further singing and movement. Rhythmic notation is introduced, as well as playing musical instruments. A Christmas performance is performed annually. Skills are re-visited and embedded using the spiral aspect of the curriculum and each unit has been linked to our Whole School Curriculum to ensure it is inspiring and engaging.

The KS2 programme extends on what is taught in KS1 and will include the opportunity to learn a musical instrument with the possible support of our local Music Hub or peripatetic teacher.

5. Inclusion and equal opportunities

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of our commitment to equality. It is hoped that this approach will motivate and support children's learning at all levels including the Gifted and Talented, EAL and children identified with a Special Educational Need (SEN).

6. SUBJECT LEADER

The subject leader works alongside the SLT to monitor standards of teaching and learning at Intake Primary School. A structured cycle of planning and work scrutiny, observations, and pupil, parent and staff interviews will provide information to judge the effectiveness of the subject as well as future development points.

Curricular development is linked to the SIP and performance management cycle where necessary, and subject leaders will report to the Governing Body Curriculum Committee as part of the curricular review and development process.

Peggy Bray

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