



Griffin Primary School

Music Policy

Reviewed By	Approved By	Date of Approval	Version Approved
Sarah Stephenfield	Governing Body	30.6.21	1.0

Aims and Objectives

The National Curriculum states that Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The aims of teaching art are to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the great composers and musicians.
- Learn to sing and 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Subject Curriculum Intent

We want to stimulate creativity and promote self-expression through music.

- Pupils are taught to appraise pieces of music using musical terminology
- Pupils are exposed to a wide variety of music from different genres, cultures and eras.
- Pupils are taught to use their voices in an expressive way and to learn how to control their voices.
- Pupils are taught how to play tuned and untuned instruments musically and are exposed to basic notation.
- Pupils will learn how to improvise pieces of music and to compose using their voices and instruments.
- Pupils will be encouraged to perform pieces in solo and ensemble contexts.

Subject Curriculum Implementation

The implementation of the Music curriculum is through a number of elements, outlined below:

- LTP
- MTP
- Curriculum knowledge
- Sticky Knowledge
- Subject specific skills
- Subject specific vocabulary
- Progression of skills, genres and vocabulary
- Recap of prior learning – Remember when
- Assessment

- CPD
- Teacher subject knowledge
- Use of WAGOLLS- teacher modelling and piece appraisal
- Resources
- Wider opportunities- Music Service

Subject Curriculum Impact

- Outcomes of pupils in each year group.
- All pupils to be exposed to various genres of music through daily listening and their planned weekly lessons- forming an opinion on music, appraising it confidently using vocabulary appropriate for their year group.
- Pupils to build on previously learnt skills and vocabulary each year, implementing what they already know.
- Pupils to have an understanding of the different genres of music.
- Pupils to know how to improvise and compose music.
- Pupils to develop self-confidence and perform their pieces of music.

Curriculum Planning

Music is a foundation subject in the National Curriculum. As a school, Griffin uses the Charanga scheme as a basis for teaching music, which uses the objectives from the National Curriculum. Use of the scheme ensures that a variety of genres and skills are taught, while showing progression throughout the school.

The long-term plan maps out the units covered in each half term during the key stage. It details the genre and skills which will be focused on for each half term and was written by the subject leader.

The medium-term plan for Music is used to support teachers in year groups writing their weekly short-term planning. These are checked by the subject leader and SLT to ensure the progression of skills and subject knowledge is sequential and accessible for all.

Activities are planned in Music so that the children are continuously building on previously learnt skills as they journey through the school. They are also planned to ensure that children receive a balance of vocal and instrumental skills throughout their education, and to ensure that the complexity of musical skill and vocabulary increases.

Subject Provision across the school

EYFS

Music teaching in the Foundation Stage is based on Early Learning Goals (ELGs) set out in the Early Years Foundation Stage Framework (EYFS). Music is categorised within the Specific Area of Learning 'Expressive Arts and Design'. Children have plenty of opportunities to sing through their day-to-day learning, but also as discrete music activities. They also learn to experiment with sounds, making

music, moving to it and changing it to show expression. Music is used as a way of sharing their thoughts and feelings in EYFS and children also develop the ability to share what they have created with their peers. EYFS also use the Charanga programme and begin to introduce appraisal related language, discussing what they do and do not like about a piece of music.

Key Stage 1

As pupils continue into Key Stage 1, they build upon the prior knowledge gained in EYFS. They are taught music on a weekly basis and are introduced to musical vocabulary linked to specific genres. They begin to play untuned instruments musically and will sing ensemble, before learning to compose simple pieces of music as a class. Pupils continue to use songs and rhymes across subjects where this is appropriate such as counting songs in maths. They also have the opportunity to learn songs for a Christmas performance to the school and parents. Each week pupils listen to and appraise music from a wide range of genres to enhance their knowledge.

Key Stage 2

Pupils continue to develop their understanding of musical terminology in Key Stage 2 and are introduced to simple notation which become increasingly more complex as children move through to Upper Key Stage 2. Children are expected to use instruments rhythmically and musically, composing ensemble and solo where appropriate. Each week pupils listen to and appraise music from a wide range of genres to enhance their knowledge.

Pupils are given opportunities to access professional tuition of glockenspiel, violin and guitar and are able to perform using these instruments at the end of the year.

Resources

Griffin has a designated cupboard where music resources are stored which includes glockenspiels, guitars, ukuleles, recorders, percussion instruments and books. As a school we also invest in the Charanga scheme which provides the online learning resources and lessons for teachers, and use the Music Service to provide professional tuition for groups of children. Weekly music resources are also created by the subject lead and shared with all year groups from EYFS to year 6 for weekly appraisal of various genres.

Assessment for Learning

Teachers will assess the attainment of the children based on observations made during lessons. Lessons will be recorded in classroom music folders where the teachers will annotate children's responses to sticky knowledge questions and other evidence that will show how children have met the learning intention. Photos will also be included, and recordings of progression and final pieces will be uploaded onto the shared area in class folders.

Teachers formally assess the children's work using the online assessment tool, O Track. The children are assessed as Working Towards (W) or Expected (E).

Role of the Subject Leader

It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching and learning in Music. Monitoring may involve looking at planning, scrutinising work, lesson observations and pupil voice. Pupil voice is valued and helps to inform the vision and aims of Music across the school, pupils are interviewed to gain an insight into the subject. It is the subject leads responsibility to ensure staff maintain a high quality of presentation in pupils art books.

The subject leader produces an annual action plan for the development of Music and also reports to the governing body. The subject lead ensures resources are available for units to be taught and will provide support if/ when needed for staff.

This policy will be reviewed every two years.