



**Park Brow
Primary School**



Happy - Respect - Pride - Caring - Potential

Music Curriculum Policy

To be read in conjunction with the Creative Curriculum policy.



Intent

Park Brows music curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient. At Park Brow we encourage the children to use our city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. Park Brow's music curriculum provides strong links with the SMSC curriculum, British Values and our core values. Music at Park Brow helps to foster the atmosphere of creativity, imagination, great listening skills and the ability to express personal thoughts and feelings. Our Music curriculum provides opportunities for our children to create and perform on different platforms and be exposed to experiences that encourage their ambition. We firmly believe that it is not just about what happens in the classroom, it is about the added value we offer to really inspire our children.

Music Aims

At Park Brow our music lessons aim 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.

The legal position of Music

Our School curriculum covers the statutory requirement for music to be taught across Key Stage 1 and Key Stage 2. Our music lessons are taught in a way that meets the National Curriculum requirement for all state funded schools to ensure that music;

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- although not yet statutory we aim for an hour of coverage for this subject area per week.

Attitudes and Skills

At Park Brow, we seek to offer the children the opportunity to obtain and practice the following skills through our music curriculum:

- Enjoyment
- Motivation
- Musical Enquiry
- Perseverance
- Resilience
- Curiosity
- Transferrable skills

Curriculum Drivers

As in other areas of the curriculum we aim through R.E to create opportunities to support our three curriculum drivers

- Knowledge of the World

- Possibilities
- Emotional Awareness

Cultural Capital

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum, off-site visits, visitors into school and shared experiences with the wider school community, e.g. involvement with parents/carers, local, national and international school.

The music curriculum is delivered by class teachers following the Charanga scheme of work; we have 1 external music teacher that covers wider opportunities giving the children a chance to play tuned instruments at Key Stage 2. In addition, some children from across Key Stage 2 are given the opportunity for specialised music tuition by Rocksteady and create mixed year group bands culminating in termly concerts in whole school assemblies. Children are offered to take part in the School Choir (after school club), a celebratory music week and a Christmas performance as additional opportunities to celebrate the creativity of music and performing arts in our school.

Planning, Monitoring and Assessment

Planning and teaching of Music is taught through use of the Charanga scheme. Teachers deliver lessons using a mixture of the Original Scheme and the English Model Music curriculum scheme to best suit the needs of each cohort. Objectives are also taught during Music week, which is a celebration of musical achievements throughout the school.

Assessment is conducted through half termly RAG rating of Charanga objectives, which meet the National Curriculum requirements. Termly data from each year group will be collated and used to inform planning in order to close gaps in knowledge, skills and understanding.

Teaching methods

At Park Brow our music lessons aim to ensure that all pupils:

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- 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.

Learning and Teaching:

At Park Brow our target is to ensure that all pupils succeed:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Clear links have been made to show progression from EYFS to Key Stage 1 for example, EYFS make links and follow Charanga when suitable.

Key Stage 1 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.

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.

Key Stage 2 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.

Resources

All of our resources are centrally stored in the music room. All staff may access them, but they are responsible for their prompt and orderly return. The music room is widely available to staff members and has recently been audited, organised and the wall displays have been updated in order to further the children's learning and knowledge.

The school's resource base contains instruments, as well as published materials. The resources enrich and stimulate children's musical enquiry.

Regular formal and informal discussions with staff

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Teachers are expected to plan and deliver their music lessons based on the Charanga schemes of work for their year group. The class teacher is also responsible for recording the child's understanding within Charanga assessment. Staff members make amendments to planning in order to optimise learning opportunities when they arise.

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. It is hoped that this approach will motivate and support children's learning at all levels including the More Able and Talented, EAL and children identified with a Special Educational Need (SEN).

We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background. We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.

We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability.

We deal with such issues clearly and sensitively when they arise. We recognise that Music may strongly engage our Gifted and Talented children and we aim to challenge and extend them.

For our Greater Depth pupils we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different

approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.

- Greater independence in working, e.g. a pupil to be able to carry out their own simple enquiry.
- Encourage mastery through communicating their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Provide opportunities within Music for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.
- Kirkby High School links for able gifted and talented pupils.

Links to other subjects

Music is evident throughout other subjects, and is often seen taught in a cross curricular way. The foundation subjects offer lots of opportunities to discover different musicians and styles of music. Within writing sessions, the classical musicians are often discovered as a calming writing background. Within Maths lessons the children can be introduced to times table songs, these songs encourage children to learn and recite their times-table knowledge for example, Percy Park and Times Table Rockstars.

Use of ICT

The use of ICT is used frequently within music lessons, the children often view visual information through the use of an Interactive White Board, the class iPads have musical programmes installed for the children to create their own music and learn to play instruments. Within our Maths computer programmes we have Percy Parker and Supermovers, which regularly allow the children to listen to time-tables songs.

Responsibilities and Roles

- The Headteacher and Governing Body have overall responsibility for the Music Curriculum, supported by the Curriculum Lead - Hannah Winstanley.
- The Curriculum Lead is responsible for overseeing the delivery of the Music Curriculum through:
- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary

- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject and displays
- Providing evidence to support the writing of the School development plan and a SEF
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in Music and disseminating information to the rest of the teaching staff
- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

Monitoring and Review

Music will be monitored throughout the school by the Music Curriculum Lead (Hannah Winstanley 22-23 and Lian Potter 23-24) who will be responsible for gathering samples of curriculum work.

The Music Lead will also monitor Music through pupil voice and annotated schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.

Monitoring and review takes place on a regular basis in accordance with the School Monitoring Cycle, the School Improvement Plan and the Creative Curriculum Action Plan.

Updated by Hannah Winstanley- May 2023
Policy to be reviewed- Summer term 2024