Avondale Primary School

Music Policy Statement

Introduction

Our curriculum has been organised and established in consultation with the subject leader and staff. It is continually developed through evaluation with and feedback from teaching and support staff.

Music is a subject within the National Curriculum 2014. This policy outlines the guiding principles by which this school will implement Music in relation to the teaching and learning of the National Curriculum 2014. It sets out a framework within which all staff can co-operate and gives guidance on planning, teaching and assessment.

This document is intended for all teaching staff with classroom responsibilities. It is also intended for Governors, parents, inspection teams, Local Authority Advisory/Improvement Officers and copies are available upon request from the school office and on the school's website

It is the role of the Headteacher and Music Subject Leader to ensure that the policy is successfully implemented.

Rationale and Aims

'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.' *National Curriculum 2014*

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 of 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.

How Music is structured through our school

The 'Kapow Musical School Scheme' provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme provides an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that, "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Years 1 and 2 have 6 music units throughout the year – 1 per half term. Each lesson in the Scheme is designed to last for one hour but can be taught in 45 minutes if there are time constraints. Years 4,5 and 6 will each teach 3 music units throughout the year.

Each lesson comprises the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities including:
    a. Warm-up Games
    b. Singing
    c. Playing instruments
    d. Improvisation
    e. Composition
3. Performing

In addition to stand alone music lessons, children will also participate in a Key Stage performance during the academic year. Music should be shared through a variety of means and a positive relationship fostered with home, school and the wider community. As part of the music provision within school, we will continue to focus on developing a shared musical culture within school to foster both high attaining pupils and a sense of community. There will also be provision for extra-curricular musical activities implemented within the academic year, including shows and performances.

Children in lower KS2 (year 3) will also receive additional music lessons from Bolton Music Services.

Health & Safety

All out of school activities will comply with the guidelines in the school Health and Safety policy. A risk assessment form will be completed by staff prior to any trips. This will identify any risks and procedures will be put into place to minimise these

SEN

All pupils, including those with SEN, are entitled to participate in music activities as prescribed by the National Curriculum. Certain provision may need to be made in terms of:

- Extended time to develop knowledge and understanding
- Ensure the outdoor music area is accessible (EYFS)
- Pre teaching of vocab and skills
- Visual support
- Makaton/multi-sensory approach when singing
- Differentiated activities
- Teacher/TA support
- Adapted recording systems
- Further aids or adapted equipment to allow access to practical activities
- Repetition
- Lots of opportunities for practical learning
- Quality first teaching
- Modelling

For pupils who are working below year group expectations their progress is tracked using the P scales for foundation subjects.

Equal Opportunities.

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability and including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. Continuity and progression is facilitated by the structure and content of the Scheme of Work.

Inclusion

The school is committed to providing effective learning opportunities for all children. Our school aims to provide a History curriculum which meets the specific needs of individuals and groups of children. This includes the three essential principles of:-

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Using classroom assistants (where available) to support the work of individual children or groups of children.

Resources

Our school has a wide range of resources to support the teaching of music across the school. Classrooms have a range of basic resources, with the more specialised equipment and instruments being kept in music room behind the stage. A huge variety of performances, CDs and accompanying music books can be found with the music lead.

Assessment, Record Keeping and Reporting

Teachers assess work in music by making observations of the childrens' working during lessons. They record progress made against the learning objectives for that lesson. Teachers make a half termly summative assessment for each child which is collated and analysed by the subject lead. At the end of the year, parents are given an overall grade for their child's attainment in music. Each teacher passes this information on to the next teacher at the end of each year.

Due to the practical nature of music, evidence of work undertaken by children should be uploaded to Canva. This could be in the form of videos, music clips, photographs or quotes of things children have said.

Marking and feedback is completed in line with the school's marking policy. Each class teacher is required to provide examples of the music work taught throughout the year in order to build a class portfolio.

Monitoring and Evaluation

- Monitoring of the standards of teaching and learning in music is the responsibility of the subject leader in consultation with the head teacher. Planning, book scrutiny, pupil voice and lessons will be monitored as part of the Whole School Monitoring and Evaluation policy on a rolling programme. Key strengths will be identified along with issues for development. Any additional actions to be taken are noted on the music action plan for that school year. Subject leaders meet termly with the whole school curriculum lead to reported and discuss findings and feed-back at weekly staff meetings. The subject leader produces an Action Plan at the start of each year and an annual Subject Report for the SLT and Governors in the summer term.

The Role of the Subject Leader

The subject leader for music is Jen Wormald

It is the role of the subject leader to:-

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in music throughout the school
- support colleagues in their development of detailed work plans and implementation of the scheme of work

- monitor progress and attainment in music
- take responsibility for the purchase and organisation of central resources for music
- keep up-to-date with developments in music education and disseminate relevant information to staff.
- produce an Action Plan at the start of each academic year
- produce a report to Governors at the end of each school year.

Their role is defined in detail in their subject leader job description and is linked to teacher appraisal.

Governors

- The link Governor for music is Karen Morgan. They have the responsibility of meeting with the subject lead half termly to discuss data, development of the action plan and any other issues. The link Governor will then provide a report to feedback to the Full Governing Body. In addition to this, the subject lead will write a report to be discussed and accepted at the Curriculum Committee Meetings. This will be a termly report for core subject areas and a yearly report for foundation subjects.

Background Documentation

- This policy was informed by reference to National Curriculum documentation 2014.

Review

- This policy will be reviewed by the Headteacher and all the staff every two years and amendments presented to the Governing Body.

Date of last review: April 2026

Date of next review: April 2027