



## **Music Policy**

At St Mary and St John CEVA Primary School, our music curriculum aims to help children feel they are musical and develop a life-long love of music. In line with our school vision, we tailor our curriculum and extra-curricular activities so that children have a chance to 'let their light shine'

### **Intent**

We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

The music curriculum at St Mary and St John's is underpinned by Kapow. This supports teacher knowledge and understanding when delivering the key concepts of the music curriculum as well as drawing on support from the Music Hub to provide whole class instrumental tuition – recorders in Y3 and Ukuleles in Y4.

Music is taught from EYFS to Year 6 and is built around a spiral progression to ensure skills are revisited and built upon each year. Untuned percussion and tuned percussion are used in key stage 1 from table tapping to tambourines, performance is included in most lessons. Moving into key stage 2 we provide a wide and varied musical opportunity for ALL children including free music instrumental lessons (taught in whole classes) in Year 3 with recorders and Year 4 Ukuleles.

As a school we offer peripatetic music tuition in guitar, flute, Ukulele, piano and singing. These are provided by teachers from outside of school and are open to children from all year groups. The children regularly perform what they have been working on at termly 'concerts'.

The children's music curriculum is enhanced by access to Musical theatre club after school, Young Voices and the Rutland Big Sing.

### **Rationale**

At SMSJ our music curriculum allows all children to

- Listen, appraise, perform, and compose in a variety of genres, styles and audiences.
- Undertake a balanced programme of activities.
- Work individually, in groups or as a whole class.
- Make appropriate use of ICT to create and record music.
- Make use of outside agencies, peripatetic teachers, music concerts etc.
- Make use of audio/visual material.
- Learn one musical instrument in whole class ensemble lessons.
- Participate in small group or individual musical tuition on chosen instrument using peripatetic music teachers, with parental consent.
- Perform to wider audiences of parents, local community and other schools at end of year productions, assemblies, and Christmas shows.
- Access to different clubs e.g. Musical Theatre Club

### **Curriculum**

Kapow Primary's Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise, demonstrate and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

### **The Music Policy and the National Curriculum**

Kapow planning follows the National Curriculum objectives for each year group or age band. Objectives are taught to ensure coverage and progressive understanding.

The Kapow Primary scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, the interrelated dimensions of music and more.

### **Implementation**

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

### **Impact**

After the implementation of Kapow Primary Music, pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives. The expected impact of following the Kapow Primary Music scheme of work is that children will:

- ✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- ✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- ✓ Understand the various ways in which music can be written down to support performing and composing activities.
- ✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- ✓ Meet the end of key stage expectations outlined in the National curriculum for Music.

## **CPD**

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. Further CPD opportunities can also be found via webinars with our music subject specialists. Kapow has been created with the understanding that many teachers do not feel confident delivering the music curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

## **Assessment and Record Keeping**

- Assessment is ongoing and evidence for recording, and reporting purposes is gained from teacher observation.
- Annual reports for parents – A statement for music is based on the extent to which a pupil has achieved against N.C. Attainment Targets.

## **Resources**

- A wide range of percussion instruments.
- Keyboards x 6

- Ukuleles x30
- Glockenspiels
- Chime bars
- Boom Whackers
- External peripatetic music teachers
- Access to Kapow music services online

### **Monitoring of the music policy**

The music policy will be monitored by the music lead throughout the year, in consultation with the Head teacher.

### **Evaluation of the policy**

The policy will be evaluated against certain criteria

- Results at the end of KS1 and KS2
- Progress made by the children on assessment
- Inset undertaken by any staff members
- Staff views and discussions
- Work and planning scrutiny made by the co-ordinator and the headteacher