



THE LIMES

PRIMARY ACADEMY

“Growing Learners for Life”

Music Curriculum Policy



Author:	Kate Cracknell (Headteacher)
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On behalf of:	Local Governing Body

Collaboration Curiosity Responsibility Resourcefulness Resilience
Reflectiveness



Statement of intent

The Limes Primary Academy understands that music can inspire and motivate children, and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music.

The Limes delivers a broad and balanced music curriculum, in line with national requirements, which enables pupils to:

- 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 use their voices.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use technology properly and 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.

1. Legal framework

1.1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: music programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

2.1. The Music Lead, known as the Lead Musician, is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

2.2. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the Lead Musician about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the Lead Musician or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

2.3. The special educational needs coordinator (SENDCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist music-based learning throughout the school.
- Organising and providing training for staff regarding the music curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of musical objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

3. Early years provision

3.1. All pupils in the EYFS are taught music as an integral part of the topic work covered during the academic year.

3.2. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

3.3. The music curriculum in the EYFS is delivered with particular reference to the ELG16 – exploring and using media and materials, which enables children to:

- Sing songs, make music and dance, and experiment with ways of developing the sounds and movements used.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

4. The national curriculum

4.1. All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum.

Key Stage 1

4.2. In KS1, 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.

Key Stage 2

4.3. In KS2, the focus for music will be to teach pupils to sing and play musically with increasing confidence and control. They will be able to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

4.4. In KS2, 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.

5. Cross-curricular links

- 5.1. Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.
- 5.2. English
- Pupils develop their reading and writing skills through learning to read and interpret written music.
 - Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
 - Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
 - Pupils develop their research skills through discovering the history of music and famous composers.
- 5.3. Mathematics
- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.
- 5.4. ICT
- Pupils learn to use technology to compose music, and enhance their research skills through the internet.
 - Pupils listen to music electronically and record compositions electronically.
 - Pupils are able to present their work using programs such as Word and PowerPoint.
- 5.5. Spiritual, moral, social and cultural development
- Pupils learn to work effectively with their peers and others, and build positive relationships.
 - Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
 - Pupils learn to reflect on mood and senses through listening to and interpreting music.
 - Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

6. Teaching and learning

- 6.1. Music lessons are delivered once a week.
- 6.2. Teaching of music is delivered by specialist teachers in Key Stage 2 (as the size of the school allows).
- 6.3. In Early Years and Key Stage 1 teaching of music is delivered by the class teacher.
- 6.4. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- 6.5. Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates.
- 6.6. Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.
- 6.7. At The Limes, we do not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.
- 6.8. The Charanga Musical School Scheme is used by the school and 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.
- 6.9. In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

6.10. Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

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

6.11. Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

6.12. Home learning opportunities will be provided for pursuing at home in accordance with the school's home learning policy.

7. Assessment and reporting

- 7.1. Assessment in music will be undertaken as part of a broader evaluation of pupil progress measured against specified assessment criteria.
- 7.2. The lead musician will ensure that assessment:
 - Is embedded as an essential part of teaching and learning.
 - Aims to help pupils to know and recognise the standards they are aiming for.
 - Involves pupils in peer and self-assessment.
 - Provides subject-specific feedback which leads pupils to recognising their next steps and how to take them.
 - Involves both teacher and pupils reviewing and reflecting on assessment data.

8. Differentiation

8.1. The school recognises the fact that in all classes there are pupils of a variety of attainment levels, and we seek to provide suitable learning opportunities for all pupils by scaffolding for those children who need it and providing challenge through providing opportunities for deepening knowledge and understanding.

9. Monitoring and review

- 9.1. The lead musician will monitor the music curriculum delivery at least once a term, to review and evaluate the music work within the school.
- 9.2. This policy will be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice.
- 9.3. The next scheduled review date of this policy is March 2022.