

# **Purleigh Primary School**



## **Music Policy**

**“Achievement for all within a community that cares”**

**Date adopted: Autumn 2023**

**Date of review: Autumn 2026**

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## **1. Curriculum Statement**

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.

### **Intent**

At Purleigh Primary School, it is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

Our intent is to promote a love of music and singing across a broadened curriculum, and build a musical curriculum which develops learning and results in the acquisition of knowledge and improved well-being.

### **Implementation**

To enable our children to meet the intentions of the Music Curriculum, it is delivered through the **Charanga Musical School Scheme**. This scheme provides teachers with week-by-week lesson support for each year group in the school, including EYFS. 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. It ensures a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.

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.

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.

Music can be incorporated within all other curriculum areas to enhance and develop skills further.

Peripatetic music teachers are actively encouraged to come into school and work with children wishing to learn and develop their skills playing particular instruments.

The school choir club allows the children attending to sing to a range of differing audiences and build upon songs that they have learnt through their music lessons, as well as widening their song repertoire through other songs and experiences such as the Barnardo's concert at the Royal Albert Hall.

## **Impact**

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded. Music is monitored throughout all year groups using a variety of strategies such as folder/book scrutinies, lesson observations and pupil interviews.

- Children will gain wider audience performance experience.
- Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.
- Children will achieve age related expectations in music at the end of their cohort year.
- Children will retain knowledge that is pertinent to music.
- Children will have the opportunity to foster their instrumental flare and use this as a form of expression.
- Children will participate in wider musical activities.
- Opportunities for improved well-being and confidence will be increased.

## **2. Aims**

At Purleigh Primary School, as outlined in the 2014 National Curriculum, we 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## **3. Teaching and Learning**

The instrumental work is differentiated allowing children to move through the relevant parts as they need to. An integrated approach to musical learning means that the whole musical experience is important; children are learning music through the activities.

## **EYFS**

The music curriculum is known as; Expressive Arts and Design and is organised on a topic basis. Expressive arts and design is one of the four specific areas within the Early Years Foundation Stage (EYFS). Each specific area is divided into early learning goals, for expressive arts and design these are:

- Exploring and using media and materials - children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Being imaginative - children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through best practice and activity ideas.

EYFS access the Charanga Musical School Scheme of work. This half-termly (6-step) focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play, all the musical learning is focused around nursery rhymes and action songs.

Each Unit of Work has a cross-curricular/topic-based focus and a musical focus that will engage the children in activities related to the developmental events taking place in their changing lives.

### Key Stage 1

Pupils should 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 interrelated dimensions of music.

### Key Stage 2

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.

Pupils should 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 interrelated 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.

## **4. Greater Depth**

**At Greater Depth, Key Stage 1 children should:**

- Recognise / identify style indicators and different instruments used.

- Confidently use correct but basic musical language to describe the music you are listening to and their feelings towards it with reasons.
- Confidently discuss other simple dimensions of music and how they fit into the music they are listening to.
- Listen, appraise and evaluate music and performances in a respectful and constructively critical way.

**At Greater Depth, Key Stage 2 children should:**

- When listening to the music, find and internalise the pulse using movement. Understand and explain the pulse and its role as the foundation of music.
- Use correct musical language confidently to describe the music they are listening to and their feelings towards it.
- Confidently follow the leader /conductor and have a chance to be the leader / conductor. Sing confidently and fluently, maintaining an appropriate pulse. Suggest, follow and lead simple performance directions. Demonstrate musical quality - eg clear starts, ends of pieces / phrases, technical accuracy etc.
- Confidently and successfully maintain an independent part in a small group.

## **5. Organisation**

From EYFS to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities. Each Unit of Work comprises of the 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

All activities are based around a song.

## **6. Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key musical skills are taught and the assessment of the acquisition of these skills is assessed at the end of each unit. The Musical School Assessment Framework within the Charanga Musical School Scheme uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility to upload and store digital evidence.

## **7. Role of the Subject Leader**

As Music coordinator I believe that there should be a clear intent for how we plan, deliver and assess the impact when learning about Music in our school.

The Music leader will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring planning across school by the end of the third week at the start of a term (Autumn 1, Spring 1 and Summer 1);
- Discussions with pupils;
- Conducting learning walks to observe the coverage of music;
- Provide guidance to colleagues;
- Assist with maintaining and replenishing resources that are required within the budget;
- Assisting staff to implement assessment throughout school;
- Ensure that the Schemes of Work allow for progression across school;
- Keep up to date with changes or new initiatives that would support the development of music at Purleigh Primary School.

## **8. Equal Opportunities**

At Purleigh Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result we hope to enable all children to develop positive attitudes towards others. Resources for children with SEND and gifted & talented will support and challenge appropriately.

## **9. Inclusion**

All children are entitled to access the music curriculum at a level appropriate to their needs. At Purleigh Primary School we aim to meet the needs of all our children by differentiation in our music planning; providing a variety of teaching and learning styles and differentiated opportunities appropriate to ability levels. Some children will require more adult support and supervision to allow them to make progress, whilst more able children will be extended through differentiated activities. By giving enhancing, challenging and enriching opportunities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.

## **10. Parents**

At Purleigh Primary School we actively encourage the involvement of families and the wider community to help support the teaching of music. Parents and carers are involved with supporting their children through homework activities such as learning song words for school performances.