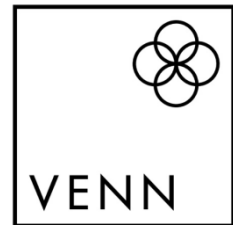


# Mountbatten Primary School

## Music Policy

<b>Reviewed By</b>	<b>Approved By</b>	<b>Date of Approval</b>	<b>Version Approved</b>
Daniel Jessop	Governing Body	27.2.20	



## **Aims and Objectives**

Music cannot be categorised simply, its benefits ranging from being a means of communication and an artistic outlet, to a form of therapy and a vehicle for bridging cultural gaps. Alongside an academic activity it is something that defines periods of time throughout history; offering an outlet, through either appreciation for played pieces or musical ability with instruments, from childhood through to our twilight years. It is an enjoyable and rewarding pastime that is widely linked to supporting development in other areas of learning, and we aim to introduce and provide children the opportunity to engage and experiment with finding their own musical tastes and talent. We seek to offer the chance to create, play, perform, and appreciate music whilst developing their own skills – be it through banging a drum, expanding on their creative writing skills, or singing along to a song of their choice in a non-judgemental and encouraging environment.

The objectives of the Music curriculum at Mountbatten Primary School are to ensure that children are provided the opportunity to:

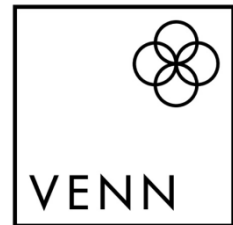
- listen to a variety of genres and discuss what has been heard.
- use their voice expressively and creatively.
- recognise high and low in terms of pitch and attempt to recreate these.
- keep a simple rhythm while a melody is being played– for example, clapping, marching, dancing, or with an instrument.
- experiment with different sounds, including instruments.
- improvise and compose music for a range of purposes.
- demonstrate some accuracy and control when using voice and instruments.
- recognise and read some simple musical notation and use these in original compositions.
- develop an understanding of the history of music.

## **Whole School Curriculum Intent**

At Mountbatten Primary School we carefully design, plan and implement an ambitious curriculum to provide breadth, depth and balance for every pupil.

Our balanced approach to the curriculum is not at the expense of high standards in core subject areas and ensures that all pupils access the full curriculum. High standards and enabling all pupils to reach their potential is of vital importance if they are to succeed at the next stage of their education, and to go on to achieve in their chosen career path.

Through careful sequencing of the curriculum, we build in many opportunities to build on prior learning of knowledge, skills, vocabulary and understanding in every subject. This ensures that pupils are able to make links between prior learning and new



learning; and gradually develop a deeper understanding of the skills and processes within subject, at their own pace and in the best way possible for each individual child.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Mountbatten Primary School makes excellent progress academically and personally, while ensuring that every child is given the opportunity to shine and flourish.

### **Subject Curriculum Intent**

The Music Curriculum at Mountbatten Primary School is designed to expose pupils to a wide range of musical genres over the course of history with the belief that this exposure builds a solid foundation in which children are able to develop a keen interest and draw inspiration from.

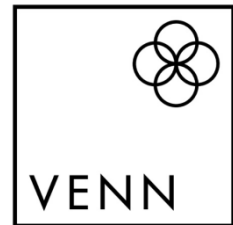
Implemented with enthusiasm and energy it seeks to engage all pupils and develop an interest in listening to, appraising and experimenting with different musical instruments – experimentation being vital to develop understanding and learning through their own exploration of the instruments available. It provides an opportunity to access the subject irrespective of academic ability and enables pupils to recognise transferrable skills learnt within Music to other subject areas.

There is an emphasis on nurturing and instilling a love for music that develops organically, extends beyond the classroom, whilst presenting pupils with the opportunities to build on this, offering the chance for pupils to observe and/or participate in different guises of musical performance and learning instruments.

### **Subject Curriculum Implementation**

Music follows both a long-term, and medium-term plan, outlining a variety of focuses within the subject from EYFS to Year 6. Implementation is supported by use of the Charanga Musical School, an interactive teaching resource. Alongside providing a week-by-week Scheme of Work for the whole school it has proved a valuable resource for non-specialists and new class teachers. Each lesson is provided with plans, and whiteboard activities, whilst also ensuring a suitable progression is built on throughout each lesson. Additionally, the scheme supports and ensures that all requirements of the 2014 National Curriculum are met.

Furthermore, through the introduction of Minute of Listening children are provided with the opportunity to listen to, evaluate, and critique music from a wide range of musical genres. This has been designed to offer an easy and effective way of strengthening the aims of the subject across the school, encouraging performance through singing or dancing along, whilst developing understanding, and exploring how music can be created, produced and communicated.



In Year 4 children are provided with professional tuition to learn the Trumpet, through the Wider Opportunities in Music Scheme – evolving from the Government’s Wider Entitlement pledge that “...all pupils in primary schools who wish to, will have the opportunity to learn a musical instrument”. This is taught as a whole class activity as part of the weekly curriculum, delivered in partnership with Hull Music Support Service, and is free to all pupils. Should children wish to continue with this they are provided the opportunity to continue with their lessons throughout Year 5 and Year 6.

We seek to expose children to music at any appropriate opportunity, be it through listening to music from specific areas of the world in Geography, dance in P.E, or engagement with outside agencies that demonstrate the benefits of the subject. This has, and will continue to include theme days involving Beats Bus, who provide workshops in a range of areas central to hip-hop culture – including lyric writing, performing, breakdancing, and art. Hosting agencies such as Rock Steady School of Music who provided the chance for children to access a host of instruments and perform in a group, and performers Mambo Jambo who lead world-music workshops alongside demonstrating how well-known stories can be told through song and dance.

### **Subject Curriculum Impact**

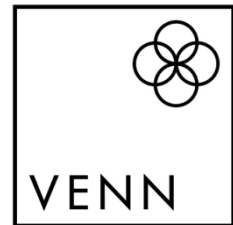
The impact of teaching Music at Mountbatten Primary School is assessed through carefully designed, realistic, and achievable outcomes presented in the Music Medium Term Plan - creating a foundation of understanding and ability from Year 1 that is built on throughout the school. It ensures that all children are provided with the ability to develop the skills needed to critically assess a wide range of different musical genres.

They support pupils in recognising the varying ways in which music is a part of our lives, whilst developing self-confidence and attitudes to learning both in and outside of the subject. Pupils are encouraged to take away an interest in music and instrumentation beyond education that can be maintained throughout their lives, recognising the enjoyment and benefits of listening to music, alongside the pleasures of musical performance as a spectator or participant.

The school has become a part of the national Music Mark School Members organisation as a result of the value placed on Music throughout the school, and ensuring that all pupils are able to access and engage with a high-quality music education through dedication to offering and delivering a broad and balanced curriculum.

### **Curriculum Planning**

The subject is provided with a Long-Term Plan – adapted from and updated each year based on suggestions from the Charanga website to ensure suitability in progression for all year groups. The Musical School also provides in-depth, weekly planning for each lesson, alongside suitable interactive warm-ups and guided lessons that build on from each other.



This is used in conjunction with the subject Medium-Term Plan which highlights the various objectives and aims for each year group, ensuring that previously taught skills are reviewed and practiced on a regular basis; further supporting this there is a Progression of Skills document that details the various outcomes outlined.

To guide the implementation of Minute of Listening there is a supporting document provided to all staff. This outlines the various activities and levels of questioning that can be used, focusing on both the instrumentation of different pieces, and a focus on critique and evaluation of what is listened to.

## **Subject Provision across the School**

### **EYFS**

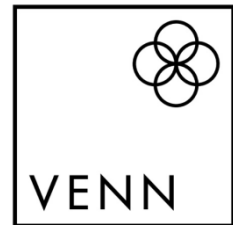
- The Charanga Musical School offers an EYFS specific Curriculum – providing detailed lesson plans for each lesson.
- Children are exposed to music on a regular basis with this being implemented into their daily routines.
- Music is accessed through use of nursery rhymes to develop skills including the sense of rhythm and tempo.
- Children are given the opportunity to learn and perform songs as a group in performances such as the Christmas Nativity.

### **Key Stage 1**

- The Charanga Musical School offers a Key Stage 1 specific Curriculum – providing detailed lesson plans for each lesson.
- Children access Music lessons on a weekly basis which develops subject knowledge, skills, vocabulary, and progression throughout the subject.
- Music is regularly accessed weekly through Minute of Listening and cross-curricular links when appropriate, which further develops subject knowledge, skills, vocabulary, and progression throughout the subject.
- Opportunities to access music through use of external agencies are taken to expose all children to the variety in which music can be presented.
- Performance opportunities are presented through the yearly Key Stage 1 Christmas Extravaganza.
- All children access Dance units of learning in P.E which develops skills and progression of music through keeping time and rhythm.
- All children access poetry through English in which children are able to recognise the knowledge and skills involved with lyricism.

### **Key Stage 2**

- The Charanga Musical School offers a Key Stage 2 specific Curriculum – providing detailed lesson plans for each lesson.



- Children access Music lessons on a weekly basis which develops subject knowledge, skills, vocabulary, and progression throughout the subject.
- Music is regularly accessed weekly through Minute of Listening and cross-curricular links when appropriate, which further develops subject knowledge, skills, vocabulary, and progression throughout the subject.
- Opportunities to access music through use of external agencies are taken to expose all children to the variety in which music can be presented.
- Performance opportunities are presented through invitation to The Big Blow in which all Year 4 pupils are able to perform to a wide audience following involvement with the Wider Opportunities in Music Scheme.
- Year 5 and Year 6 pupils are provided with the opportunity to further develop their learning with the Wider Opportunities in Music Scheme.
- All children access Dance units of learning in P.E which develops skills and progression of music through keeping time and rhythm.
- All children access poetry through English in which children are able to recognise the knowledge and skills involved with lyricism.

### **Resources**

All class teachers are able to access Charanga Musical School. Guidance and supporting documents relating to Minute of Listening are available to all staff members. Categorized list of suitable music based on genre available to all staff to access and contribute to regarding content for Minute of Listening. A range of percussion and tonal instruments available to all staff members in both Key Stage 1 and Key Stage 2 buildings. CPD opportunities are regularly offered to support development of teaching and learning.

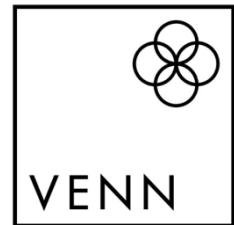
### **Assessment of Subject**

Assessment of the subject is conducted in each lesson with an overall assessment provided on a termly basis. Individual pupil assessment is to be updated onto O-Track each term to highlight at which level each child is progressing. The children are assessed as Working Towards (WTS), Expected (EXS) or Greater Depth (GDS).

### **Role of the Subject Leader**

The subject leader is to conduct regular assessments on teaching and learning, providing guidance and support as appropriate to all staff with the intent of maximising the efficiency and impact with which lessons are delivered. Time is to be taken each half-term to conduct the following:

- Review evidence and provide individualised feedback to each teacher, highlighting strengths and any areas for development.
- Observe lessons throughout various year groups to support development within the teaching of the subject.



- Conduct pupil interviews to allow for pupil voice on the subject whilst developing an understanding of what the children want to experience through Music.
- Regularly monitor data to recognise which year groups may require support in delivering high-quality, inclusive Music lessons for all.
- Develop and maintain links with outside agencies, taking any appropriate opportunities to access a broad range of musical experiences.
- Be on hand to support the development of both children and staff throughout the school in Music.
- Regularly monitor learning in both Music, but also in wider curriculum to encourage cross-curricular links where appropriate.
- Attend Subject Leader Meetings to continually develop links with schools in the area.

This policy will be reviewed every two years.