



Policy for Music at Fallings Park



Whole School Vision

Fallings Park's curriculum is designed to enable all pupils to work towards our mission statement: *Learn Today For Tomorrow's Success*. As we want our children to thrive and contribute to both the school and local communities, our curriculum provides memorable, knowledge-rich learning experiences in every stage of school life, within and outside the classroom.

The primary focus of our curriculum is to provide a purpose and relevance to learning, whilst making connections between all subject areas. Our school intends to empower students to embrace every learning opportunity, achieve their personal best and build their social, emotional, mental and physical well-being through a wide variety of experiences. This will provide our children with the foundations to become curious and creative thinkers; respectful and reflective individuals and be self-motivated learners.

Intent

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in.

Pupils at Fallings Park are less likely to experience wider opportunities in music, in particular the experiences of listening to wider forms of music and performance of music.

Consequently at Fallings Park, we use additional pupil Premium to provide opportunities for all children to to appreciate a wide variety of musical forms and create, play, perform music.

Skills and knowledge are, using milestones, grouped into:

- Listening to Music
- Composing Music
- Performing Music

Our aims in the teaching of Music is to help all children develop the key knowledge and *skills* associated with:

- Performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of great musicians and composers

- Learning to sing and to use their voices
- Composing and creating music with others
- Learning a musical instrument
- Understanding how music is constructed, produced and communicated using musical notation, pitch, duration, dynamics, tempo, timbre, and texture.

Implementation

Planning

The Music Curriculum is based upon Charanga and the Cornerstones Curriculum, and where appropriate Music will link to other subjects, such as: Maths, English, History, Geography; this will ensure Music is seen in more real life situations.

All staff are trained in the use of Charanga and newly appointed staff receive induction. All Year groups from T4-2 to Year 6 have access to Charanga. T4-2s and Nursery use Charanga as a resources to compliment the delivery of Early Years curriculum. Reception to Year 6 use Charanga as part of the Learn Together Curriculum.

Music is organised into modules, ensuring progression of skills and to enable children to acquire knowledge and understanding. Music topics have been chosen to enable children to make links between areas of study across the curriculum (see curriculum map).

On their journey through school, all children have the opportunity to learn an instrument through whole class musical teaching in Year 2 and Year 4.

Teachers plan a series of progressive lessons using the Milestones ensuring differentiation.

Resources

- Resources for Music are stored centrally in the resources room.
- Appropriate resources are removed and placed in classrooms when required by a particular scheme of work. Following use, they are then replaced centrally in the resources room.
- Central resources in Music are the responsibility of middle and senior leaders

Pupils are taught in mixed ability settings with differentiation where appropriate. Children will spend 45 minutes to one hour per week in KS1 and KS2 studying Music;

The learning of Music is celebrated through

- a) Display, e.g. in classrooms, corridors and good work boards;
- b) Presentation of certificates, e.g. awards assembly.
- c) Sharing of musical knowledge with other year groups

Impact

By the end of the academic year, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Age Related Expectations.

A dedicated area suitable for display and/or any Music work appears in each classroom.

Success criteria are to be shared with all children at the beginning of the lesson and used by children and the teacher to assess progress at the end of each lesson.

Milestone assessments using the Termly Curriculum Assessment (TCAs) spreadsheet (see shared area Assessment folder) in order for teachers to plan for progression and monitor progress.

TCAs are subsequently used in order to ensure knowledge skills are built upon and not repeated.

Reporting in Music to parents (this is done on a termly basis through Parents' Evenings and annually through a written report)

Subject Leadership

Senior and Year Leaders take the lead in policy development, using enthusiasts and specialists where appropriate.

Senior Leaders, Year Leaders and subject enthusiasts support colleagues in the teaching of music

Senior Leaders and Year Leaders monitor coverage, differentiation and ensure teaching of subject is taking place

Year Leaders track progress using TCAs in Music and advise the Head Teacher on action needed.

Senior Leaders and Year Leaders keep up to date with developments in Music education and disseminate information to colleagues as appropriate

Health and Safety

Consideration of Health and Safety should be given to the use of instrument, in particular those that are shared.

Equal Opportunities

Teachers do not exclude any individual or group of pupils from access to the music curriculum on the basis of gender, ethnicity, Special Educational Need, disability or socio-economic factors.