

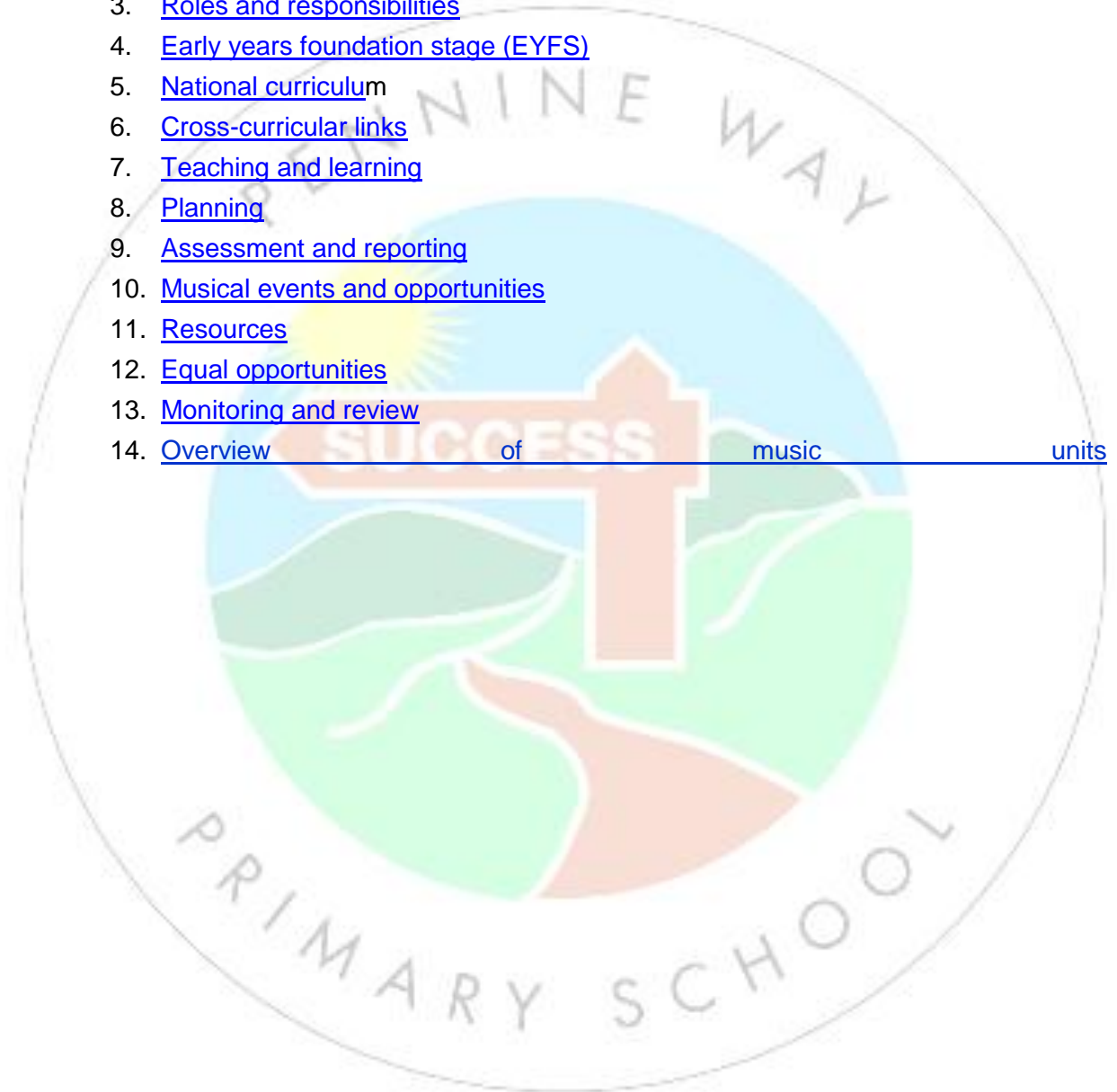
Pennine Way Primary School



Music Policy

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1.1. Statement of intent

Mission Statement: Happiness is.....

Together as a team providing an exciting and challenging learning environment which maximises independence, resilience and potential for all; being proud of who we are, celebrating the strengths and differences that we have, working together as responsible and caring members of society as we walk the Pennine Way Pathway to Success.

Curriculum Intent:

Pennine Way Primary School aims to use music to 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.

We aim to deliver a broad and balanced music curriculum which enables pupils to perform, listen to, review and evaluate music across a range of historical periods, genres and gaining knowledge of different traditions, including the works of the great composers and musicians. Our children will learn to sing and use their voices. They will create and compose music on their own and alongside their peers and have the opportunity to learn a musical instrument and progress to the next level of musical excellence. They will 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.

1.1.1. Music Curriculum Intent

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1.1.2. Music Curriculum Implementation

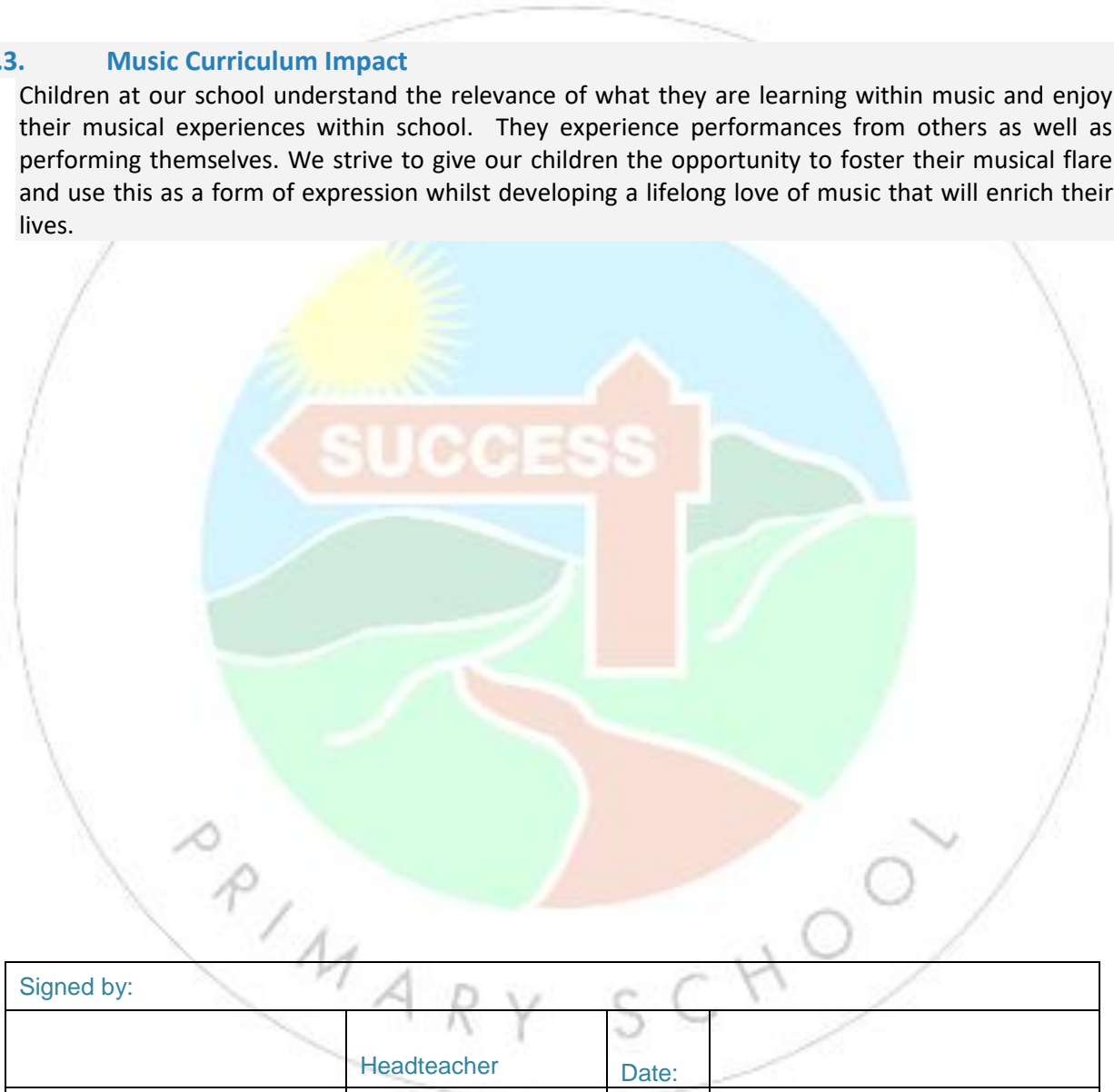
In order to ensure a good level of implementation, staff are supported through verbal discussions to help them use the appropriate schemes of work; this helps guarantee a good music curriculum is being taught throughout the school. The music coverage is routinely reviewed within school to develop staff understanding and knowledge. Our staff teach lessons using the national curriculum and Charanga music scheme to make sure children progress and learn musical knowledge which is then shown within the work they produce. Music is taught as a discrete subject and is also incorporated into other subject areas to aid learning.

The Charanga Music Scheme ensures that skills are taught in order, developing throughout the year groups, and are revisited and embedded throughout every year; each term's lessons work through each of the key musical concepts. In addition to this, children have access to learn different musical

instruments including xylophone, glockenspiel, recorder and guitar. The music curriculum is accessible for all children across the school. Many children with SEND, notably those with learning or behavioural difficulties, may be very responsive to music and it allows them a language through which to make sense of their emotions. Skills are built upon each lesson so children have the opportunity to experience the key concepts. We liaise with other schools in the cluster to share and receive ideas that would benefit the teaching and learning in the school. Children are given the opportunity to perform music in a range of contexts, including Christmas productions, choirs and musical festivals co-ordinated by the cluster.

1.1.3. Music Curriculum Impact

Children at our school understand the relevance of what they are learning within music and enjoy their musical experiences within school. They experience performances from others as well as performing themselves. We strive to give our children the opportunity to foster their musical flare and use this as a form of expression whilst developing a lifelong love of music that will enrich their lives.



| | | | |
|------------|--------------------|-------|--|
| Signed by: | | | |
| | Headteacher | Date: | |
| | Chair of governors | Date: | |

2. Legal framework

2.1. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2013) 'Music programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Model Music Curriculum: key stages 1 to 3'

3. Roles and responsibilities

3.1. The subject leader 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.

3.2. 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 subject leader 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 subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

3.3. The special educational needs coordinator (SENCO) is responsible for:

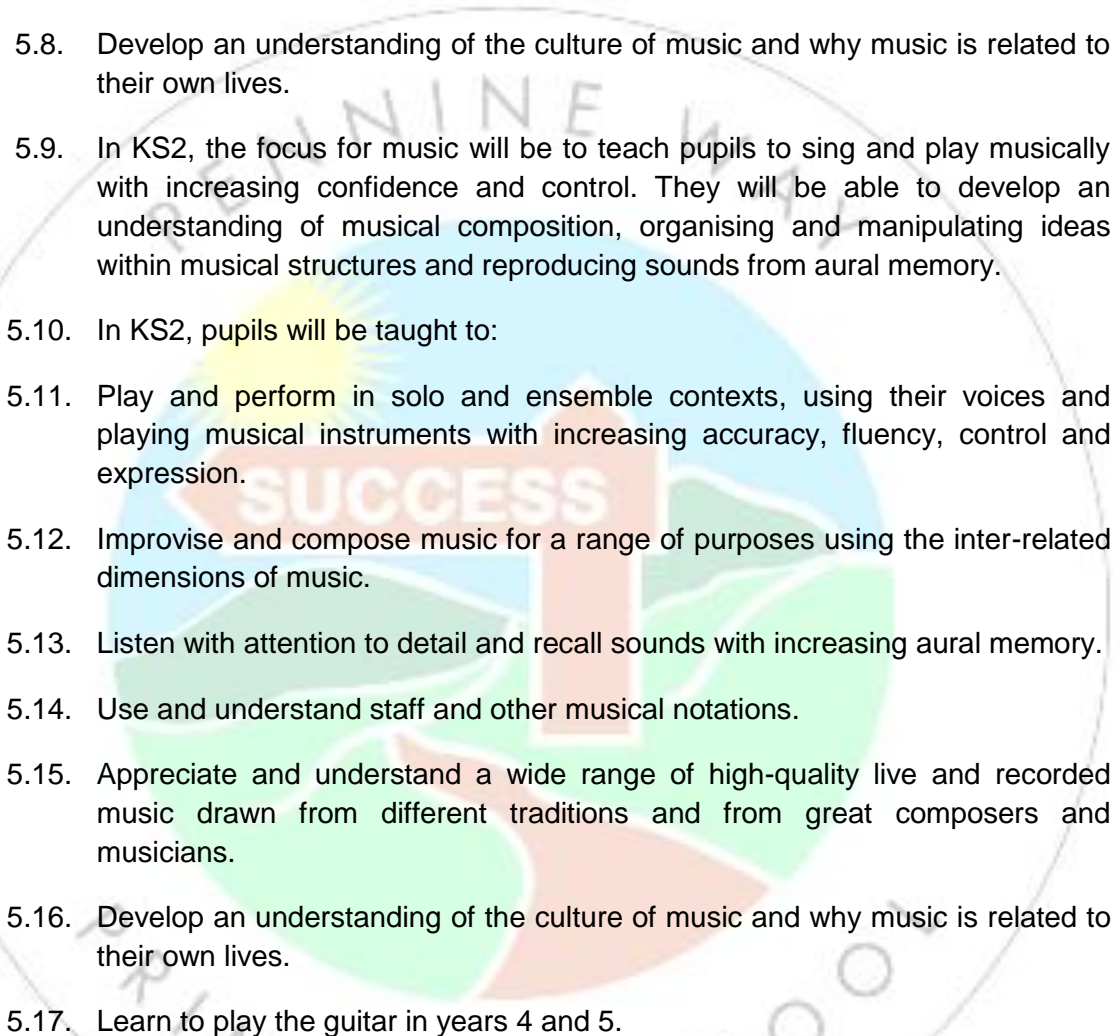
- Liaising with the subject leader in order to implement and develop specialist music-based learning throughout the school.
- Organising and providing training for staff regarding the music curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support 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.

4. Early years foundation stage (EYFS)

- 4.1. All pupils in the EYFS are taught music as an integral part of the topic work covered during the academic year.
- 4.2. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).
- 4.3. The music curriculum in the EYFS is delivered with particular reference to the ELG16 – exploring and using media and materials, which enables children to:
- 4.4. Sing songs, make music and dance, and experiment with ways of developing the sounds and movements used.
- 4.5. Use what they have learnt about media in original ways, thinking about uses and purposes.
- 4.6. Represent their own ideas, thoughts and feelings through music.

5. National curriculum

- 5.1. All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum. Whilst we are following the Model Music Curriculum, our aim is to tailor this to the needs of our children and create a personalised curriculum that helps them develop a love of music and become proficient in key areas.
- 5.2. In KS1, pupils will be taught to:
- 5.3. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

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- 5.4. Play tuned and untuned instruments musically.
 - 5.5. Listen with concentration and understanding to a range of high-quality live and recorded music.
 - 5.6. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
 - 5.7. Learn to play the recorder in year 2 and year 3.
 - 5.8. Develop an understanding of the culture of music and why music is related to their own lives.
 - 5.9. 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.
 - 5.10. In KS2, pupils will be taught to:
 - 5.11. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
 - 5.12. Improvise and compose music for a range of purposes using the inter-related dimensions of music.
 - 5.13. Listen with attention to detail and recall sounds with increasing aural memory.
 - 5.14. Use and understand staff and other musical notations.
 - 5.15. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
 - 5.16. Develop an understanding of the culture of music and why music is related to their own lives.
 - 5.17. Learn to play the guitar in years 4 and 5.

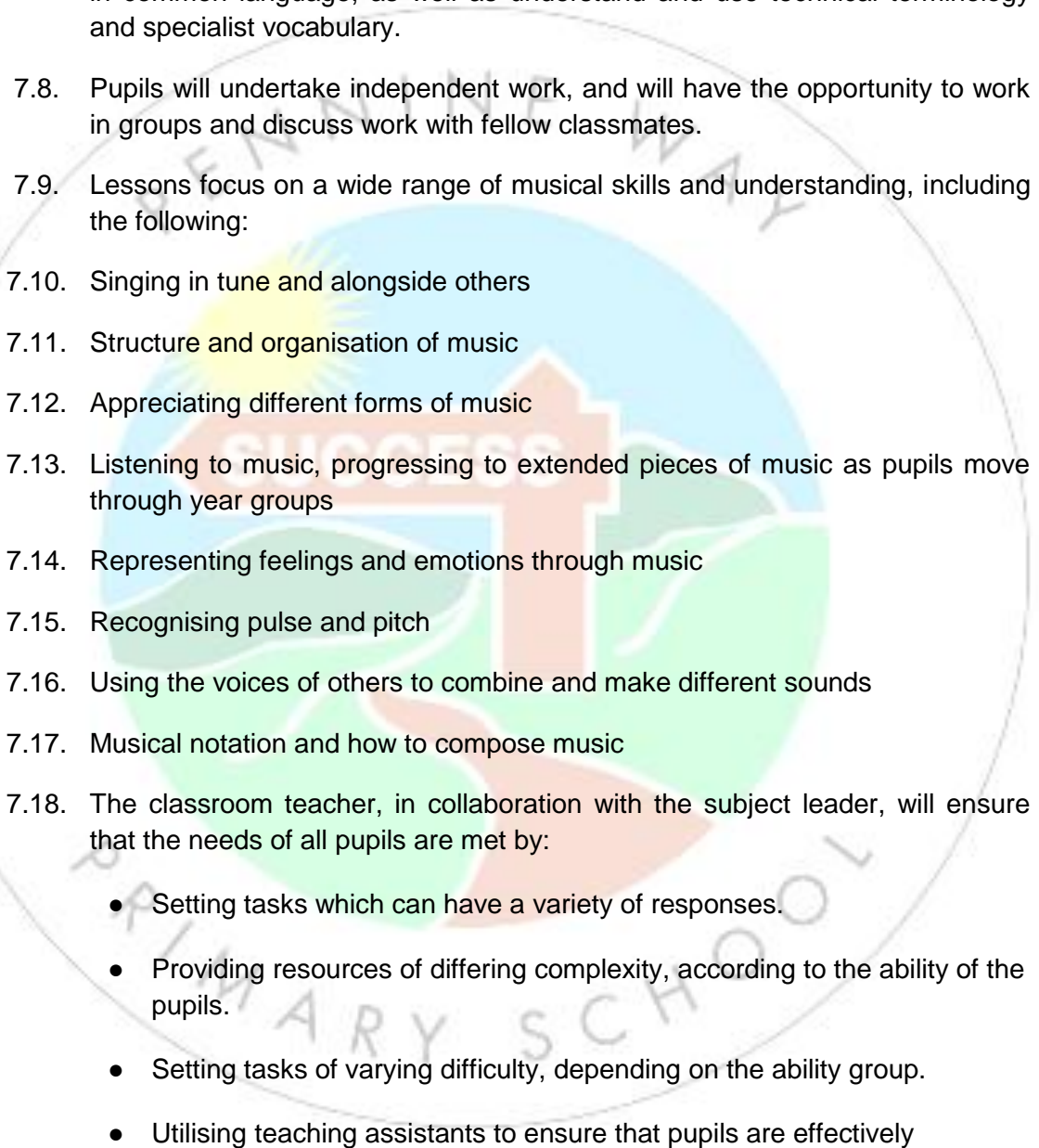
6. Cross-curricular links

- 6.1. Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.
- 6.2. English:
- 6.3. Pupils develop their reading and writing skills through learning to read and interpret written music.
- 6.4. Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.

- 6.5. Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- 6.6. Mathematics:
- 6.7. Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.
- 6.8. Pupils become proficient at playing instruments and singing with respect to different time signatures.
- 6.9. Computing:
- 6.10. Pupils learn to use technology to compose music, and enhance their research skills through the internet.
- 6.11. Pupils listen to music electronically and record compositions electronically.
- 6.12. Pupils are able to present their work using programs such as Word and PowerPoint, or apps available in iPads.
- 6.13. Spiritual, moral, social and cultural development:
- 6.14. Pupils learn to work effectively with their peers and others, and build positive relationships.
- 6.15. Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- 6.16. Pupils learn to reflect on mood and senses through listening to and interpreting music.
- 6.17. Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.
- 6.18. Pupils make connections between music and how it relates to their own lives.

7. Teaching and learning

- 7.1. Music lessons are delivered on average once every two weeks for KS1 and KS2.
- 7.2. Lessons are supplemented in a number of ways including: weekly singing assemblies; Harvest, Christmas and Easter performances; celebratory performances with schools from our cluster group; carol singing; class assemblies; after school singing clubs; sessions with external practitioners... This ensures our children receive on average at least 1 hour of music every week.
- 7.3. Teaching of music in year 2 and year 3 includes recorder tuition.
- 7.4. Teaching of music is delivered by specialist teachers in year 4 and 5. They are teaching the playing of guitars in line with the Model Music Curriculum.

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- 7.5. Currently, in all other years, teaching of music is delivered by the class teacher. Depending on how subjects are divided, the PPA teacher may deliver music lessons.
- 7.6. Charanga is used in EYFS, KS1 and KS2. The music curriculum at PWPS is based on Charanga in order to cover all Model Music Curriculum objectives.
- 7.7. 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.
- 7.8. Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates.
- 7.9. Lessons focus on a wide range of musical skills and understanding, including the following:
- 7.10. Singing in tune and alongside others
- 7.11. Structure and organisation of music
- 7.12. Appreciating different forms of music
- 7.13. Listening to music, progressing to extended pieces of music as pupils move through year groups
- 7.14. Representing feelings and emotions through music
- 7.15. Recognising pulse and pitch
- 7.16. Using the voices of others to combine and make different sounds
- 7.17. Musical notation and how to compose music
- 7.18. The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:
- Setting tasks which can have a variety of responses.
 - Providing resources of differing complexity, according to the ability of the pupils.
 - Setting tasks of varying difficulty, depending on the ability group.
 - Utilising teaching assistants to ensure that pupils are effectively supported.
- 7.19. 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.

- 7.20. At Pennine Way Primary School, we do not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

8. Planning

- 8.1. Planning of the music curriculum is tailored towards three areas of progress:
- 8.2. Increasing breadth and range of musical experiences
- 8.3. Increasing challenge and difficulty in musical activities
- 8.4. Increasing confidence, sensitivity and creativity in pupils' music-making
- 8.5. The school creates long-term plans for delivery of the music curriculum and short-term plans are followed:
- 8.6. Long-term: includes the music studies studied in each term during the key stage.
- 8.7. Short-term: includes the details of work studied during each lesson, which are available on the Charanga scheme.
- 8.8. The Charanga teaching scheme is used to teach the national curriculum in EYFS, and the Model Music Curriculum in KS1 and KS2. Teachers follow the short-term plans provided in Charanga. However, in year 4 and 5, the curriculum is taught through guitar tuition.
- 8.9. The subject leader is responsible for reviewing long-term plans, and communicating these to teachers.
- 8.10. Teachers are responsible for adapting the Charanga plans as appropriate for the individual needs of their class taking into account pupils' needs and identifying the methods in which topics could be taught.
- 8.11. All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 8.12. In the school, music is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.
- 8.13. Teachers will use the key learning content in the DfE's statutory guidance Model Music Curriculum.
- 8.14. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 8.15. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 8.16. Long-term planning will be used to outline the units to be taught within each year group.

- 8.17. Short term planning, sourced from Charanga, will be used to outline the vocabulary and skills that will be taught in each unit of work.
- 8.18. Short term plans will identify learning objectives and main learning activities.
- 8.19. Short term plans will be analysed by the **subject leader** to ensure there is progression between years.
- 8.20. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson. Teachers are to use the Charanga planning scheme to aid the teaching of each unit.
- 8.21. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

9. Assessment and reporting

- 9.1. Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy.
- 9.2. Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupils' strengths and identify areas where progress is less than expected.
- 9.3. An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.
- 9.4. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- 9.5. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 9.6. Key learning will be recorded in the form of videos and photographs, and used to aid summative assessment.
- 9.7. Assessment will be undertaken in various forms, including the following:
 - Talking to pupils and asking questions
 - Discussing pupils' work with them
 - Pupils' self-evaluation of their work
- 9.8. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- 9.9. Summative assessment will be used once a year, towards the end of the academic year, to measure each pupil's attainment in all areas of music.

- 9.10. Parents will be provided with a report about their child's progress every year.
- 9.11. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.
- 9.12. The progress of pupils with SEND will be monitored by the SENCO.

10. Musical events and opportunities

- 10.1. All pupils are encouraged to participate in additional musical opportunities to enhance their learning and development.
- 10.2. Children in year 4 and 5 are taught how to play the guitar by a specialist teacher. Year 2 and 3 children are provided with recorder tuition.
- 10.3. The school will provide an appropriate space and equipment for pupils to practice their instruments, ensuring that time slots to use the space are allocated fairly.
- 10.4. The following opportunities are available:
- 10.5. Tuition to play musical instruments.
- 10.6. After school singing clubs.
- 10.7. Class performances including class assemblies.
- 10.8. Sing in a choir, and produce instrumental performances at specific local events, including those arranged by the cluster group to celebrate musical achievement.
- 10.9. Sing in Harvest, Christmas and Easter performances.
- 10.10. Carol singing.

11. Resources

- 11.1. The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the school business manager in order to purchase further resources.
- 11.2. Musical resources will be stored in a suitable room for easy access.
- 11.3. The school library contains an array of resources and topic books to support pupils' research.
- 11.4. Musical equipment and resources will be easily accessible to pupils during lessons.
- 11.5. The subject leader will undertake an audit of musical equipment and resources on an annual basis.

12. Equal opportunities

- 12.1. All pupils will have equal access to the music curriculum.
- 12.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons.
- 12.3. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- 12.4. All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.
- 12.5. Pennine Way Primary School aims to provide more able pupils with the opportunity to extend their musical thinking through extension activities such as listening to and interpreting extended pieces of music, and research of a musical nature.

13. Monitoring and review

- 13.1. This policy will be reviewed on an annual basis by the subject leader.
- 13.2. The subject leader will monitor teaching and learning in the subject at Pennine Way Primary School, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 13.3. A named member of the governing body is briefed to oversee the teaching of music, and meets with the subject leader to review progress.
- 13.4. Any changes made to this policy will be communicated to all teaching staff.

14. Overview of music units taught in each year group (Charanga units unless specified)

| | Autumn | Spring | Summer |
|-----------|---|--|--|
| Nursery | <p>Me Learn to sing or sing along with nursery rhymes and action songs.</p> | <p>My Stories Learn to sing a range of nursery rhymes and action songs.</p> | <p>Everyone Sing nursery rhymes and begin to play instruments with a song.</p> |
| Reception | <p>Our World Use nursery rhymes and songs to improvise and play instruments.</p> | <p>Big bear funk Listen and appraise funk music and improvise using voices and instruments.</p> | <p>Hey You! Learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p> |
| Year 1 | <p>Adding rhythm and pitch How does music tell stories about the past? Main instrument: Xylophone and glockenspiel</p> | <p>Introducing tempo and dynamics How does music make the world a better place? Main instrument: Xylophone and glockenspiel</p> | <p>Explore sound and create a story How does music teach us about looking after our planet? Main instrument: Xylophone and glockenspiel</p> |
| Year 2 | <p>Focus on dynamics and tempo How does music teach us about the past? Main instrument: Recorder</p> | <p>Exploring feelings through music How does music make the world a better place? Main instrument: Recorder</p> | <p>Exploring improvisation How does music teach us about looking after our planet? Main instrument: Recorder</p> |

| | | | |
|---------------|--|--|---|
| Year 3 | <p>Developing notation skills How does music bring us closer together? Main instrument: Recorder</p> | <p>Composing using your imagination How does music make the world a better place? Main instrument: Recorder</p> | <p>Recognising different sounds How does music connect us with our planet? Main instrument: Recorder</p> |
| Year 4 | <p>Guitar Tuition Singing, composing, listening and performing.</p> | | |
| Year 5 | <p>Guitar tuition Singing, composing, listening and performing.</p> | | |
| Year 6 | <p>Developing melodic phrases How does music bring us together? Main instruments: Xylophone, glockenspiel, recorder, guitar</p> | <p>Gaining confidence through performance How does music improve our world? Main instruments: Xylophone, glockenspiel, recorder, guitar</p> | <p>Respecting each other through composition How does music connect us with the environment? Main instruments: Xylophone, glockenspiel, recorder, guitar</p> |

