

# Milton Primary Academy

## Music Policy



Academy Policy Adopted	Review Frequency	Next Review Date
July 2021	Every 2 years	July 2023

### **Subject Vision:**

At Milton Primary Academy, our music curriculum inspires and challenges pupils, equipping them with the knowledge and understanding to experiment, invent and enjoy music both as listeners, composers and performers. As the children progress through our academy, we aim for them to develop an understanding of how music can vary and the different elements used to create a piece of music. We believe that children should also know how music shapes our history and that it has strong links with the culture and creativity of our nation. Our vision is to develop and stimulate the children's interest in music, allowing them to express themselves in a variety of ways.

### **Principles of Outstanding Music:**

These are the 'Principles of Outstanding Music' at Milton Primary Academy. They were devised and agreed by the children and staff in January 2020, informed by the way we feel that music should be taught across the Academy.

**Principle 1:** Children are **excited and enthusiastic** about music, as they are taught to **know more and remember more**.

**Principle 2:** Lessons are **carefully planned and delivered**, so that new material is delivered in a way that is **clear, interesting and useful**.

**Principle 3:** Instruction is focused on the learning intention and **pedagogical tools** do not detract from **the knowledge that needs to be remembered**.

**Principle 4:** Through spaced-retrieval, previously taught content is revisited to ensure that **new content** can be understood and is retained in the **long-term memory**.

**Principle 5:** **Formative assessment** is regularly used to check that children retain **knowledge** and that they can retrieve previously taught content from their long-term memory.

**Principle 6:** Teachers enable children to access **a range of enrichment opportunities**, both within and beyond the curriculum.

### **Music Curriculum:**

At Milton Primary Academy, we aim to provide a music curriculum that is creative, inclusive, challenging and inspired by the real-world. It inspires future thinkers, innovators and problem solvers in an immersive environment that stimulates curiosity and supports high-quality learning, allowing each and every learner to fulfil their potential. The music areas of study are set out in the Foundation Stage Curriculum and the National Curriculum 2014.

### **EYFS:**

In the Early Years Foundation Stage, we teach music through the Expressive Arts and Design strand of the Early Years Foundation Stage Framework.

Ongoing experiences and opportunities linking to children's developing understanding of the world are planned from the objectives set out in the Early Years Foundation Stage Framework, which underpin the curriculum planning for children aged 3-5 at Milton Primary Academy.

The experiences that we provide ensure that children develop a secure understanding of how to express themselves through the mediums of art and design. By the end of the Reception year, they will be able to:

### **ELG: Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

### **KS1 and KS2:**

The Primary National Curriculum for Music aims 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

With this in mind, our programme of study for music clearly sets out what will be taught and learnt at each point in the year for all year groups, including a range of famous musicians. Our curriculum is also informed the Department for Education's 'Model Music Curriculum' (2021) and this aims for pupils to be taught across four core areas. When taught together, the core areas contribute towards the development of musicianship. The four core areas are:

- **Singing:** Pupils will model good vocal production with a well-developed sense of pitch, rhythm and dynamics. Pupils will have opportunity to experiment with their voices in order to impact a piece of music.
- **Listening:** Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Pupils will listen to music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- **Composing:** The creative process, with its wide horizons and possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. As pupils travel through the Key Stages, they will develop the craft of creating melodies and fashioning these into short pieces.
- **Performing:** Performing creates opportunities to celebrate, share and experience music. It also gives opportunity to develop stagecraft, consider their musical programme, encourages peer feedback and seeks out opportunities for collaboration.

## **Special Educational Needs**

Through the equal opportunities policy, pupils with special educational needs will be included in all music lessons. Staff, where appropriate, will modify activities to ensure children with special educational needs access the same music curriculum as their peers.

## **Assessment**

**Formative Assessment (AFL):** During the teaching of each National Curriculum objective, children's subject knowledge and musical ability will be assessed formatively by their class teacher on a lesson-by-lesson basis. Teachers will consider the music objectives covered during each session and the end-goal that is to be achieved; in doing so they will then make judgements that are subsequently used to inform future teaching based on the children's musical competency relating to the piece of music performed or explored.

**Summative Assessment:** At the end of each unit of learning, teachers also make a summative judgement relating to the children's knowledge and understanding of musical context and composition, in line with the objectives set out in the National Curriculum. This information is then recorded on an online database, allowing our academy leaders to track and monitor the progress and attainment of individuals as they make their way through the school.

## **Enrichment**

Enrichment activities are carefully planned to enhance the music curriculum, giving pupils the opportunity to broaden their experience and take part in music. There is a healthy tradition in the school for extracurricular activities at Milton Primary, which are led by staff or outside agencies. Written parental permission must be given for a child to participate in after-school clubs and a register for attendance will be always be taken. Parents will also be informed of any showcases or performances their child will be attending.

At Milton Primary, we believe inter-school concerts are important and they are used to enhance our music offer. We strive to enter a number of these concerts throughout the year, and examples include 'Songbirds', the KS2 choir, and KS2 recorder festival.

## **Monitoring**

Music is monitored in a number of different ways. All subject leaders at Milton Primary are given time throughout the year to monitor, in depth, the different areas of their subject. One of the main areas of monitoring is pupil interviews. Giving pupils a voice in how each subject is taught is a valuable way of understanding their likes and dislikes and ways to improve the music curriculum.

Lesson observations and examples of learning play another important role in providing valuable feedback about the quality of teaching and learning happening across the academy. This provides an opportunity for the music leader to evaluate the quality of education in a given subject area and identify priority areas for development, which subsequently inform future investment in CPD.

## **Health and Safety**

In all areas of music, health and safety guidelines will be strictly adhered to in order to promote safe practice as set out in our Academy's 'Health and Safety Policy'.