

The Levett School



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Positivity | Determination | Reflection | Integrity

Music Policy

<i>Policy agreed by Governors on:</i>	
<i>Review date for Governors:</i>	October 2022
<i>Allocated Group/Person to Review:</i>	Hannah Buchanan
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	May 2022

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB
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Statement of Intent

It is our intention that every pupil is provided with the opportunity to develop an appreciation and understanding of music, which they can carry with them throughout their lives. We strive to ensure that our pupil's value and respect music, understanding the importance that it can play in life and with our personal emotions and experiences. We aim for pupils to gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of styles, traditions, and musical genres.

Our objective is to develop a curiosity for, and engagement with the subject, as well as an understanding and acceptance of different types of music. Experiencing a range of music develops pupil's wellbeing and cultural capital and we therefore strive for all pupils to have access to a range of musical opportunities. We are committed to ensuring pupils understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Legal Framework

This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2013) 'Music programmes of study: key stages 1 and 2'

Roles and Responsibilities

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.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Organising the deployment of resources and carrying out an annual audit of all music-related resources.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.

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.

National Curriculum

All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum.

In KS1, pupils will 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 inter-related dimensions of music.

In KS2, pupils will 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 inter-related 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.

Cross-Curricular Links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- Pupils develop their research skills through discovering the history of music and famous composers.

Mathematics

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

ICT

- Pupils learn to use technology to compose music, and enhance their research skills through the internet and Apps
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.

Spiritual, moral, social and cultural development

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

Teaching and Learning

Teaching of music is delivered by specialist teachers for 12 weeks in across two terms through the DARTS Charity.

The Levett school recognises that the majority of pupils have missed a large amount of time of their school life and will have very limited or no skills in Music. We also recognise that pupils have many gaps in their core subjects and have decided therefore that pupils will experience Music days each term where they are immersed in the culture and skills. The days will be planned considering the KS2 and KS3 aims and targets for both KS2 and KS3 pupils. Any pupil who shows an interest or aptitude will have extra Music lessons bespoke to them. This ensures we are not narrowing the curriculum for our pupils but demonstrates our understanding of the challenges many of our pupils face with their learning.

Music days will use a variety of sources to model the language and encourage engagement from pupils, including the use of videos, games and songs as appropriate to maximise interest and make connections to real life situations.

Vocabulary will be built into the sessions with the choice of the vocabulary carefully considered in line with the age of pupils and how often words occur in the language.

Pupils will be able to understand and communicate ideas, facts and feelings in speech and for some pupils in writing, focussed on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

- Teaching of music is delivered by the class teacher.
- 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.
- Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates.
- Lessons focus on a wide range of musical skills and understanding, including the following:
 - Singing in tune and alongside others
 - Structure and organisation of music
 - Appreciating different forms of music
 - Listening to music, progressing to extended pieces of music as pupils move through year groups
 - Representing feelings and emotions through music
 - Recognising pulse and pitch
 - Using the voices of others to combine and make different sounds
 - Musical notation and how to compose music

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.
- 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.

Planning

Planning of the music curriculum is tailored towards three areas of progress:

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in pupils' music-making

The school creates long-term and medium term plans for delivery of the music curriculum – these are as follows:

- Long-term: includes the music topics studied in each term during the key stage
- Medium-term: includes the details of work studied each half term topic
- The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
- Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- Teachers will use the key learning content in the DfE's statutory guidance 'Music programmes of study: key stages 1 and 2', published in 2013.
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- Long-term planning will be used to outline the units to be taught within each year group.
- Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- Medium-term plans will identify learning objectives, main learning activities and differentiation.
- Medium-term plans will be shared with the subject leader to ensure there is progression between years.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Assessment and Reporting

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

- Assessment will be undertaken in various forms, including the following:
- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

Formative Assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Summative assessments are also used at the end of each term. Teachers will make a judgement about the work of each pupil in relation to the national curriculum.

Resources

- The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the Deputy Head (Curriculum) and school business manager in order to purchase further resources.
- Musical resources will be stored in the Resources Room.
- The subject leader will undertake an audit of musical equipment and resources on an annual basis.

Equal Opportunities

All pupils will have equal access to the music curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons.

All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

Monitoring and Review

- This policy will be reviewed on an annual basis by the subject leader.
- The subject leader will monitor teaching and learning in the subject at The Levett School, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- Any changes made to this policy will be communicated to all teaching staff.