



Music Policy

1. INTRODUCTION

This document is one of a series that make up the whole CRACKING Curriculum statement for the school. It states the school philosophy about the contribution which history makes to our pupils' education and the way in which the National Curriculum and history are delivered in practice. In effect it is an expanded policy statement and together with the long, medium- and short-term thematic planning constitutes the school scheme of work.

2. INTENT

Why is Music important:

Through music, we are provided with a powerful universal language which helps promote unity, and enables us to process and express our emotions and fuels our imagination.

Music is important in developing individual discipline, focus and memory.

Whether we are singing, playing, or listening, we develop our aural discrimination through music, which is an important part of communication and literacy.

At Kings Meadow we believe that:

- As a universal language, music enables children to break down barriers and enables communication;
- Having the opportunity to play musical instruments helps pupils to develop self-discipline and improve memory;
- Music helps pupils to appreciate and understand a wide range of traditions and cultures;
- Music provides pupils with a range of vocabulary to describe the features of different musical styles and genres and articulate their responses to these;
- Music allows pupils to express their feelings and ideas through composition and performance.

Through our CRACKING curriculum it is our intention for our children to:

- Access musical learning within themes designed to enable pupils to build on and contextualise prior learning using a contemporary, meaningful framework;
- Broaden and deepen their knowledge of music;
- Increase their technical musical vocabulary;
- Develop skills in a progressive, incremental way;
- Use these skills appropriately and, eventually, with independence.

At Kings Meadow Primary School, we are fully committed to providing a music curriculum that generates enthusiasm, self-confidence, creativity, and a sense of achievement. Through our music curriculum we aim to develop respect for various genres, cultures, and key figures throughout the musical world, including their relevance, impact, and context to today. Our children will be able to critically analyse music using appropriate vocabulary with confidence, whilst respecting the thoughts and opinions of others. Children will be able to make relevant links to other areas of the curriculum.

Children develop a depth of knowledge about how music is structured and created whilst exploring opportunities to use their voice and other musical instruments. Through this, children will develop their resilience in practical situations, allowing them to be open to new possibilities, inspirations, and techniques.

It is our intent that children will leave Kings Meadow Primary School with confidence and a passion for music in one of its many different forms.

3. IMPLEMENTATION:

In order to implement our CRACKING Curriculum we have created a clear and comprehensive scheme of work in line with the National Curriculum and the new Modal Music Curriculum. Teaching and learning will show progression across all Key Stages within the strands of music. As part of this progression, all children perform as part of a whole class, or small group, to perform live music for an external audience at least once a year.

In KS1 and KS2, we will introduce the creation and playing of music through whole-class ensemble using a variety of instruments and technology.

This is supported through professional support from the SKY (Sefton and Knowsley Youth) Music hub. Specialist music teachers provide skilfully planned music lessons for teaching the ukulele and glockenspiel. Children have weekly lessons and the opportunity to perform to our wider community.

Children will therefore get access to being taught by real musicians. Peripatetic teachers come into school and will continue to teach individual instruments to those children who wish to learn them. Encouraging a love of playing and promoting their ability to do so as a form of expression. To foster a positive environment and promote a love of singing across the curriculum, children will access extra-curricular musical participation opportunities. This will include choir and singing in the local community. Scope for children's participation and wider opportunities for performing to greater audiences will be increased and therefore musical benefits heightened. Musical opportunities will be displayed in school and on school websites to showcase and promote love of music. All children will be given the experience of performing to a wider audience throughout their life at school. Finally, children will be aware

of opportunities available and the possibility of accessing them, within developing a future career in music.

Natterjack Toads: Early Years Foundation Stage (EYFS):

With the launch of the Development Matters Curriculum 2021, musical learning can be found within 3 key areas of learning: Communication and Language; Physical Development; and Expressive Arts and Design.

In Nursery, the objectives for three to four-year-olds are as follows:

Three and Four-Year-Olds Natterjack Toads	Communication and Language	Sing a large repertoire of songs
	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Art and Design	- Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.

In Reception, the objectives are as follows:

Reception Natterjack Toads	Communication and Language	- Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs.
	Physical Development	Combine different movements with ease and fluency.
	Expressive Arts and Design	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups.

Sand Lizards (KS1)

In this phase our pupils are taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They learn to play tuned and untuned instruments and musically listen with concentration and understanding to a range of high-quality live and recorded music. They experiment with, create, select, and combine sounds using the inter-related dimensions of music.

Red Squirrels (LKS2) & Seagulls (UKS2)

In Key Stage 2, our pupils are taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. They improvise and compose music for a range of purposes using the inter-related dimensions of music. They are taught to listen with attention to detail and recall sounds with increasing aural memory. They use and understand staff and other musical notations. They develop an appreciation and understanding of a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. By the end of the key stage, this enables them to develop an understanding of the history of music.

When is music taught:

Music is taught through thematic units. The attached overview (Appendix 1) maps out which thematic units feature this subject and the Long-Term Plan (Appendix 2) clearly shows the objectives taught.

Teachers will plan for the new modal music curriculum (Appendix 3)

How is music taught:

Music is taught for at least one hour per week. This delivered by the class teacher or a specialist music teacher from Sefton Music Support Service.

Music is taught through a combination of subject knowledge and composing, performing, listening and appraising skills. Learning takes place both inside and outside the classroom. Children have the opportunity to perform and play musical instruments on our stage during outdoor play times.

The teaching of music is not confined to the music lesson. Teachers take advantage of all opportunities to immerse children in music throughout the day.

Resources:

The resources for music topics are based in the music cupboard, arranged into the different selection of musical instruments.

Staff have access to 'Sing up' which provides resources to support a creative and active musical approach to lessons, connecting singing and playing, composing and improvising, listening and appraising.

The SKY Hub provides staff with a range of planning, teaching and learning resources.

Training is provided for all staff to develop their subject knowledge.

Adaptive Teaching:

Music teaching is adapted to cater to the diverse learning needs and developmental stages of our pupils. Teachers will integrate 'hands-on' activities, such as playing simple instruments or engaging in body percussion, to make learning interactive and enjoyable.

Using a range of visual aids, songs, and games help reinforce concepts like rhythm, melody and pitch in ways that are accessible and memorable. Differentiating instruction to include both group and individual activities allows children to learn at their own pace while fostering collaboration and social skills.

Additionally, incorporating music across other subjects - such as using songs to teach maths or language concepts- can deepen understanding and create cross-curricular connection, enriching the overall learning experience.

More able pupils are given opportunities to learn instruments and perform or lead music sessions, etc.

Oracy in Music:

Oracy in our music lessons plays a vital role in helping children develop both their communication and musical skills. By using spoken language to describe, analyse, and reflect on music, children deepen their understanding of musical concepts such as rhythm, melody, dynamics, and structure. Oracy activities, such as discussing the emotions evoked by a piece of music, explaining the role of different instruments, or participating in group discussions about a composer's intent, allow pupils to articulate their thoughts and engage with music in a meaningful way. Moreover, oral expression is essential when practicing singing, as pupils learn to project their voices, use proper diction, and enunciate lyrics clearly. Integrating oracy into our music lessons enhances pupils' ability to listen critically, collaborate with peers, and express their musical ideas more confidently and creatively.

4. IMPACT

In order to measure the impact of our teaching and learning, planning and work audits are carried out by the subject leader ensuring coverage and development of skills in line with specific year group expectations. These audits have been supported by SKY (Sefton and

Knowsley Youth Music Hub) SKY supports school in broadening opportunities for children and young people and improve the support, training and resources available to our teachers.

At the end of their cohort year, most, if not all, children will achieve age-related expectations in music. The children will retain knowledge that is pertinent to music and have the opportunity to foster their instrumental flare and use this as a form of expression. Children will gain an appreciation and awareness for all aspects of musical traditions and cultures.

The Music leader follows the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring planning across school;
- Discussions with pupils;
- Conducting learning walks to observe the coverage of music;
- Provide guidance to colleagues;
- Assist with maintaining and replenishing resources that are required;
- Assisting staff to implement assessment through school;
- Ensure that the Schemes of Work allows for progression across school;
- Keep up to date with change or new initiatives that would support the development of music at Kings Meadow Primary School.

Assessment:

Through using the CRACKING Curriculum, children will be assessed according to progressive statements that demonstrate the building of musical capacities, understanding, skills and knowledge. Formative and summative assessments are used to track children's learning against the statutory objectives in Music National Curriculum and progress against the expectations are recorded on our 'Insight Tracking' system.

Spiritual, Moral, Social and Cultural:

The spiritual development of pupils is shown by their:

- Sense of enjoyment and fascination in learning about themselves, others and the world around them;
- Use of imagination and creativity in their learning;

- Willingness to reflect on their experiences.

The social development of pupils is shown by their:

- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic, and socio-economic groups in the local, national and global communities.

Outcomes:

At Kings Meadow Primary School, music is fun and allows children to flourish. It will be used to promote excellence and enjoyment. It will have a strong presence in the ethos of the school through assemblies, performances and productions; and the development of our school choir. Children will be able to articulate their learning journey, discussing a wide range of musicians and styles and use the correct musical vocabulary in their discussions.

In order to ensure continued improvement in the teaching and learning of music, the subject leader is responsible for supporting colleagues in the teaching of music by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The subject leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development.

Reviewed	January 2025
Approved by Governing Body	January 2025
Next Review	January 2028 or sooner if required.