



# Carlton VC Church of England Primary School

## *Music Policy 2024*

*'Work hard, reach for the stars and you will go far'*

Approved by:	Mrs. J Bevis and the Governing Body	Date: October 2024
Written by:	Mrs. A Frost,	Date: 01 September 2024
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## Aims:

At Carlton C of E Primary school, we aim to provide music education that engages and inspires pupils to develop a love for music and their talents as musicians increasing their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and listen with discrimination.

Our Music curriculum follows the Model Music Curriculum. It sets out sequences of learning in the following key areas which, when taken together, will all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening
- Composing
- Performing/Instrumental Performance

The Model Music Curriculum (MMC) takes as its starting point the ambition that every young person should be able to experience music and to make progress. At Carlton C of E Primary school we aim for music to enrich individual lives as well as a school's wider community.

By offering a diverse musical framework that nurtures fundamental musical techniques alongside building musical knowledge, it offers a clear pathway towards mature musical understanding. Staff notation not only complements developing aural skills, memorisation, composition and improvising but also provides the opportunity for pupils to gain more independence in their learning, both in class and after they have left school. The foundations of this will be laid at primary school.

## National Curriculum

Key stage 1 Pupils should 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.

## Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should 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. Music is a unique way of communicating which can both inspire and motivate children.

## Legislation and Guidance

This policy reflects the requirements of the National Curriculum in England and music programmes of study and follows the new Model Music framework, which all maintained schools in England should teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing bodies set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

## The Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and stay in line with the Model Music Curriculum.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and/or disabilities (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

## Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate

- The school's procedures for assessment meet all legal requirements
- The governing body is made aware of decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### Staff and the Music Lead

The staff are responsible for ensuring that this policy is adhered to, and that:

- The subject will support and guide the practice of the music when taught by class teachers and the school's music specialist;
- Ensure coverage, continuity and progression in planning;
- Monitor and evaluate the effectiveness of music teaching and learning;
- Update documentation where necessary;
- Produce action plans for the School Development Plan, prepare bids and manage the music budget effectively;
- Liaise and consult with outside agencies where appropriate;
- Prepare and lead INSET;
- Attend relevant INSET training;
- Review regularly the contribution made by music to a meaningful curriculum;

### Approach to Music

At Carlton C of E Primary school we align with the belief that music connects us through people and places in our everchanging world. It is the most common language and is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, productions, assemblies ensemble playing, experimenting with the creative process and through the love of listening to friends and fellow pupils,

performing. The sheer joy of music-making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Following advice from the Model Music Curriculum 2021, at Key Stages 1 and 2, all pupils will receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week, including singing assemblies. From year 1 all children will learn to play the recorder so that they are able to participate fully within the Charanga music activities and develop a love for performing and music.

Alongside the recorder, in Key Stage 2, each class will have access to whole-class instrumental programme lasting one term. The mandatory term will be taught by the music specialist within the school under the guidance of Bedford Borough Music Hub. Each child will learn to play the trumpet for a term, Year 3 and 4 in the Spring and year 5 and 6 in the Summer. This project will happen every year, meaning that by the time a year 3 child has left the school they will have received 4 terms worth of instrumental lessons. Opportunities for development within this musical instrument and many others will be offered to all children so that they can progress further. Within the other music lessons, children will also have access to rhythmic and melodic instruments in Key Stages 1 and 2 and a selection of instruments will be included within the continuous provision in EYFS.

Children are actively encouraged to read music as well as playing by ear and from memory. The emphasis is upon performing, composing, listening and appraising. Through these activities, pupils develop their skills as performers and as informed members of an audience. Using a range of instruments, children are able to experiment and links are made between this and pupils' previous musical experience, ensuring progression. Pupils may work as a class, in groups or individually in these lessons.

Listening to recorded music is an important aspect of every lesson. At times the music selected may take foundation topics into account, but musical progress is paramount. Throughout Key stage 2, children are taught about major composers and significant historical periods in music (e.g.: baroque). They also learn about music from other cultures.

The National Curriculum for music offers opportunities for performance and pupils are encouraged to present their work with an audience in mind. Other children, who are the audience, are encouraged to listen attentively with consideration for performers. Compositions may be recorded and performed in class, in assembly or as part of other performances for children and parents. A Christmas show and end of year show is also performed to the school and parents which celebrates the children's musical skills

## EYFS

We believe that music contributes to a child's personal and social development. Music for EYFS students has a primary focus on singing and movement, developing the student's listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Where possible we link the learning to the other early learning goals with in EYFS such as counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. We teach music in our reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goal, which underpin the curriculum planning for children aged three to five. The music specialist supports the class teacher in the organisation of this alongside teaching for short bursts across the week. Throughout the year children take part in singing assemblies, Christian celebrations and Christmas productions

## Organisation and planning

Our music curriculum is underpinned by the model music curriculum. It covers all aspects of the National Curriculum programme of study for music as the basis for its curriculum planning. We have adapted the scheme so that the topics that the children study in music build upon prior learning. We use Charanga as the foundation for teaching music, interweaving whole class instrumental lessons and digital technology.

The belief that pupils should progress through key stages with their music understanding and skills drives the yearly and termly end points and composites. There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit.



The planned progression built into the long term overview means that the children are increasingly challenged as they move through the school. Music composites are broken into weekly and termly components. The long-term overview maps the music topics studied in each term during the key stages and EYFS.

The music subject leader works this out in conjunction with teaching colleagues in each year group. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum. We have adapted the medium-term plans from the model music curriculum and taken the expectations of the national curriculum into account.

Our children are given as much practical experience of music as possible, supported by factual, informative teaching. The children have access to regular opportunities to learn about and explore music through performing, composing, listening and appraising. We provide all pupils with a supportive atmosphere in which to develop their music skills.

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;
- 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.

We offer learning opportunities that build on pupils' previous experiences. Children can link their experiences of composition to those listening to recorded or live music and learn with confidence and curiosity about the music of various ages and origins.



## Health and Safety:

Health and Safety guidance is stringently followed. Prior to using instruments, children are taught how to handle and use them safely. See our EYFS policy for information on how our early years curriculum is delivered.

- Instruments will be checked regularly to ensure that they are in good repair and of good quality. All splintered or rusty instruments will be thrown away immediately.
- Children who are taught to play a wind instrument will have an individually labelled instrument and so there will be no need for sharing.
- Wind instruments (e.g. recorders) will be sterilized before they are reissued to other pupils.
- Heavy instruments will be stored at an easily accessible height which will prevent the need for any climbing.
- The school's piano will only be moved by an adult member of staff.
- Where children are to participate in activities outside the classroom, for example external performances and attending musical events a risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## Inclusion

Music plays an important part in the life of our school. It is available to every child and all children take part in musical activities; making a positive contribution to the life of the school and local community. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Children have equal opportunities to develop their understanding and enjoyment of music regardless of race, gender and ability. Equal emphasis will be given to the roles of both girls and boys in music. Every effort will be made to ensure that activities are equally interesting to both genders.

Music from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Teachers ensure that the curriculum is appropriate for the needs of the children. Opportunities for music making and performing in public are

made available to all, on occasions such as concerts and special celebrations. These help to develop feelings of self-worth and identity.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. Where a child's progress falls significantly outside the expected range, they are provided with a PDR (plan review do). This PDR is taken into account in enabling children with special educational needs to access and engage with the music curriculum. Factors such as classroom organisation, teaching materials, teaching style, differentiation are considered to enable the child to learn more effectively.

In catering for our gifted and talented pupils we provide them with the challenge and support they need to maximise their potential through teaching and learning activities that specifically cater for their above average musical needs. In this way we offer opportunities for enrichment and extension activities in existing music lessons, and possibly in additional or different lessons.

### Monitoring Arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Headteacher reports
- School visits/learning walks
- Subject Leader reports
- Pupil voice

Subject Leaders and SLT monitor the way the subject is taught throughout the school by:

- Pupil progress through the progression of skills document
- Informal discussions with teachers, LSAs and children
- Photographic and video evidence;
- Assessing through sonar
- Planning
- Learning walks

- Book scrutinise
- Pupil voice

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every three years by the subject Leader, the Head teacher and the full governing body. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.

### Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Health and safety policy
- Children Looked After Policy