



Music

2024-2025

Introduction

Music is a universal language which develops expression and creativity. It enables children to communicate what they see, feel and think through the use of song, dance and performance. Music is universally recognised as a therapeutic activity which stimulates a range of emotions, memories and a general sense of wellbeing. Music helps to develop core areas of memory in the brain and develops an understanding of pattern and sequence. The teaching of music develops pupils' ability to view, reflect and appreciate a wide variety of music to make judgments about musical quality. The children can explore ideas and meanings through the work of musicians and composers. Through learning about the roles and functions of music they can explore the impact it has had on contemporary life and that of different times and cultures. Music is accessible to all.

Aims

- The 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.

Objectives

The objectives taught at KS1 are:

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

Organisation and Planning

Music is taught in Key Stage 1 through cross-curricular topic work and discrete sessions where appropriate, following programmes of study from the *National Curriculum*. Medium term planning identifies the music experiences children have access to each term. In Foundation stage Music is taught following *Practise Guidance for the Early Years for Foundation Stage* in creative development, exploring media and materials and being imaginative.

Celebrations

- Music work is performed and recorded.
- Special mention certificates may be awarded for progress, achievement, attitude or effort in music sessions.
- Teachers may draw attention to good examples of individual or group musical performance as models for other children.

Progress and continuity

The Early Years Foundation Stage will use the *Early Years Foundation Stage Profile 2018* and *Musical Development Matters in the Early Years*. Key Stage 1 will use the objectives in the programme of study from the *National Curriculum* to plan sessions in a progressive way, ensuring that there is an increasing challenge throughout the Key Stages in all areas of the curriculum.

Feedback to Learners

- Feedback to learners should be immediate and identify the next steps for children to take their learning further.
- Feedback will be mostly verbal between the learner and the teacher.
- The learners are to assess their own progress through learning stops, reflection time and end of session reviews and are to identify their own next steps for learning.
- Teachers are to support learners to remember the identified next steps at the beginning of a session when the session is to follow-on.

Roles and Responsibilities for the Teaching of Music

The Governing Body will:

- Be informed of the music curriculum, review and challenge any curriculum updates relating to music.

The Head teacher will:

- Develop and promote a balanced approach to music in the school community.
- Make appropriate resources, training and support available to members of the school community to ensure they are able to carry out their roles effectively.

Music Subject Leader will:

- Review and develop the school Music policy.
- Plan stimulating, exciting and real life lessons/activities using the objectives from the National Curriculum.
- Plan using the scheme of work in place.
- Monitor progress in Music and advise the Head Teacher on action needed.
- Take responsibility for the purchase and organisation of central resources for Music.
- Keep up to date with developments in Music education and share information with colleagues as appropriate.
- Monitor lesson plans to ensure coverage, differentiation and that lessons have appropriate learning objectives and success criteria.

Teachers will:

- Share and refer to the learning objectives and the success criteria with the children during each session.
- Use a variety of teaching styles to address all of the children's preferred learning style.
- Provide rich learning environments which encourage and value creativity.
- Plan for cross-curricular links where possible.
- Assess progress using 'I can' statements linked to National Curriculum levels.
- Provide opportunities in integrated learning for children to secure or apply the knowledge learned.

Children will:

- Engage in practical tasks/activities linked to music and during integrated learning.
- Become familiar about the work of a range of musicians and performers.
- Develop confidence and skills in all areas of the music curriculum.

Support staff will:

- Be included in staff training for Music where appropriate.
- Be given clear direction and responsibilities by the class teacher during Music activities.
- Model the correct processes and techniques for using each media.
- Remind the children of the learning objectives and the success criteria.
- Use the correct vocabulary when working with the children.

Classroom Environment and Resources:

- Resources for Music are centrally stored
- In all classrooms there will be opportunities for children to consolidate and apply their learning in different contexts through differentiated vehicles for learning.
- A wide range of books on music topics, musicians and performers are available from the library.

Monitoring and Evaluation

- Formative assessment is carried out informally by teachers on a day-to-day basis and through open ended activities.
- Summative assessments in Key Stage 1 are to be made termly using the 'I can' statements from the medium term planning. In Foundation stage summative assessments are to be made using profile points for creative development, exploring media and materials and being imaginative.
- The music subject leader will keep evidence of the children's work in a portfolio. This will demonstrate what the expected level of achievement is in music in each year of the school.