



Music Policy

Version 0.2

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Approved by

Date: September 2021

Review Date: September 2022

Vision

At Abbey, we aim to deliver a knowledge filled music curriculum to provide our children with the life-long musical skills required to understand, appreciate and discuss music.

The teaching of music upholds the whole school vision of “providing a stimulating and challenging learning environment where all pupils can attain their full potential.” It also supports providing “all of our children with a broad, relevant and enriched curriculum so that they have the character to make a positive contribution to our society and are knowledgeable, skilled and ready for the next phase of their education,” as stated in the whole school curriculum intent.

Our music curriculum revolves around four key areas:

Aims and Objectives

- **Perform and Play-** to sing and learn to use their voices, perform instruments both individually and as a group, have the opportunity to learn a musical instrument, to use appropriate technology and have the opportunity to progress to the next level of music excellence
- **Compose and Apply-** understand and explore how music is created, produced and communicated, including through the inter-related dimensions of music: pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure and appropriate musical notation. To compose music on their own and with others
- **Listen and Appraise-** listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great musical composers and musicians.
- **Musicality** - to explore their musicality in order to fully understand, appreciate and discuss music accurately, using the interrelated dimensions of music. Based on a spiral curriculum, knowledge of the interrelated dimensions will be built upon year on year.

In a diverse community, it is important to our school to utilise the teaching of music for religious celebrations. Throughout the year, various celebrations take place including the Diwali, Christmas and Eid performances. It is also hugely important to our school community to provide enriching experiences for our children. Music enrichment provides unique experiences for our children while developing musical understanding.

Coverage

Each class in the school has a discreet music lesson taught every week, using the *Charanga* scheme, to ensure progress. However, music is part of our wider curriculum and whole school approach (Assemblies, choir, piano lessons, Drumming club, Diwali, Christmas and Eid celebrations and music enrichment).

The school is equipped with high quality musical resources including the *Charanga* and *Sing Up* schemes and a class set of Djembe drums and glockenspiels, which are used as part of our music curriculum.

The music units are currently being updated for the new model curriculum. We will follow a spiral curriculum to identify gaps in knowledge at the beginning of each new unit.

Monitoring and Assessment

Assessment is to be informed using the progression of skills document and additional *Charanga* assessment tools, which are used to evaluate outcomes and inform further planning. Assessment by the class teacher will involve observation, discussion and completed music work which is recorded on *Charanga* and in class books. Evidence is recorded via videos labelled with the appropriate progression statement and a sample of student success at the end of each lesson. At the end of each academic year, teachers assess and record levels for music, where the Music Coordinator and all other members of staff can access them.

At regular times across the year, the Curriculum Leader and the Music Coordinator will undertake planning and work scrutiny, drop ins and discussions to monitor the effectiveness of our music provision.

The monitoring of the standards of children's work and the quality of teaching music is the responsibility of the Music Coordinator. The Curriculum Leader provides a strategic lead and direction for music in the school. The Music Coordinator is responsible for supporting colleagues in their teaching of music and for keeping them informed about current developments in the subject. The Music Coordinator uses an action plan to evaluate the strengths and weaknesses in the subject and indicates areas for further development.

Inclusion

All children have the right to access our music curriculum, make progress and develop their musicality.

SEND- Where children have SEND needs, lessons will be adapted to allow each child to make progress. The music room is used for extra sessions and interventions to support mental

health and wellbeing, interrelated subjects and also to build on and support music learning. Children with sensory difficulties are allowed space and time in the music room to familiarise themselves with the space and contents to remove barriers to their learning.

Pupil Premium and looked after children- All Pupil premium children will be offered a space in an after-school music club for at least half a term per year. For certain cases, piano tuition and resources will be funded.

Gifted and Talented- Music will be adapted to allow the inclusion of all children, including those working at greater depth. For additional music learning, Piano tuition is offered, Gifted and Talented choir club is offered, and extra music enrichment will be offered.