

## Trimley St Mary C P School - Music Policy

### National curriculum purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

As a school we recognise that music is a worldwide creative art which adds much to human existence both as an emotional and spiritual experience and as a physical creative experience. We recognise that music is more than a lesson, with opportunities for our pupils to express themselves musically throughout our curriculum from singing in assembly, performing rhythmic poetry to learning songs to support our timetable knowledge.

### Curriculum requirements for content KS1

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.

### Curriculum requirements for content KS2

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

## Curriculum Intent

### Trimley St Mary Primary School - VISION & VALUES



**OUR VISION** - We provide an environment that allows children to thrive, developing the independence and resilience needed to reach their full potential, while becoming active members of the wider community.

#### OUR DRIVERS

At the heart of Trimley St Mary School, lies clearly defined and understood "curriculum drivers" that are the guiding principles that accurately shape the personality of our curriculum. These drivers underpin our curriculum and drive the teaching and learning in our school and therefore the pupil's experiences.

COMMUNITY	EMOTIONAL WELLBEING	ENQUIRY	POSSIBILITIES
Our school is a friendly and welcoming setting, with a strong sense of belonging, care and support. We recognise parents and the wider community as active partners in the education process and life of the school. By fostering strong community links, and working closely with families, local businesses, and other agencies, we support, motivate, and inspire all children to achieve and be successful in their own right.	As a THRIVE school, we provide a powerful way of working with children to support optimal social and emotional development. The way we interact with our children has a huge impact on the way they think about themselves and their levels of personal resilience. We improve empathy or the ability to understand what another person is thinking or feeling, which improves children's awareness of others and helps them to build positive relationships. We develop happy, healthy confident children who are ready and open to learning.	We recognise the importance of fostering an enquiring mind and love of learning by choosing the right context to engage our children in their learning. Our curriculum uses engaging topics and open-ended questions to promote curiosity, interest, and motivation. Children are encouraged to develop and deepen their understanding as well as drive their learning forward by questioning, investigating and solving problems.	Through our broad and balanced curriculum, we recognise the importance of providing our pupils with knowledge and experience of the wider world. We encourage them to develop self-belief, ambition, and the sense of what it is possible for them to achieve.

OUR GOALS	To ensure that pupils are fully active citizens within the school community.	To ensure all pupils are reflective, analytical and active independent learners.	To ensure that staff subject knowledge and pedagogy builds over time, translating into improvements in the teaching of the curriculum.	To ensure all pupils achieve highly in order to fulfil interests, aspirations for the future and meet their academic, sporting & creative potential.	To ensure that pupils acquire a wide vocabulary, communicate effectively and acquire a knowledge of phonics, giving them the foundations for future learning.
	PERSONAL DEVELOPMENT	BEHAVIOURS & ATTITUDES	LEADERSHIP & MANAGEMENT	QUALITY OF EDUCATION	EARLY YEARS

## Curriculum Intent

The 8 Cs - Our curriculum is underpinned by core learning skills that all children need in order to be effective learners. Children use these skills to evaluate themselves as learners, in addition to their knowledge and understanding of concepts within Music.



### As musicians we -

- Have rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- Gain a musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Develop a good awareness and appreciation of different musical traditions and genres.
- Have an excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

### Curriculum Implementation

#### Sequence

Music is a foundation subject in the National Curriculum. Our school uses the objectives from The National Curriculum as a basis for planning music alongside the Chris Quigley Essentials Curriculum, which exceeds new national curriculum expectations. Planning is progressive and skills are revisited from Years 1 to 6 to ensure children have deeper understanding of concepts and techniques.

In Key Stage 1 we look at basic musical terminology using terms such as beat and pulse. We also explore tuned and un-tuned instruments, looking at the differences between the two and having opportunities to practice using both.

In Key Stage 2 we delve deeper into musical terminology and by the end of year 6 children are learning to read basic stave notation. We

#### Teaching & Learning

For the teaching of music, we use the Suffolk School's Music Hub resource Charanga. The scheme ensures that all aspects of the National Curriculum are covered and that the resources are appropriately pitched with levels of challenge. The scheme covers all aspects of performing, composing, transcribing and describing music. The use of Charanga ensures that there are frequent opportunities to play tuned/pitched instruments which is a key component of the music curriculum. As the resource is computer based and interactive it enables pupils to make progress as it models and scaffolds carefully. Engagement from pupils is encouraged through animations, characters within the scheme present the learning in an enjoyable interactive way. Children, across a series of lessons acquire key musical knowledge and skills. The KS2 programme also enables children to experience a range of different musical genre including reggae, rock, hip-hop etc. The inclusion of

contemporary genre alongside that of more traditional classical piece's results in children appraising music across a broad musical spectrum.

### Extra Curricular Music Opportunities

At Trimley St Mary, we provide a variety of musical experiences through our school choir and tuition from external teachers. These allow children to develop their skills as well as offering opportunities to gain performing experience. Furthermore, the choir provides the children with the chance to perform as part of the Young Voices choir, a national scheme which allows children from across the country the chance to unit and perform with some well-known performers. In year 4 we carry out WCET (Whole Class Ensemble Teaching) through the county music scheme. This provides our students with the opportunity to learn the clarinet, gaining an understanding of stave notation as well as how to care for instruments. In addition, we also have a recorder club where children work as an ensemble to learn and then perform pieces of music. As a school we offer music tuition for a range of instruments, including violin, cornet and piano for those individuals who wish to learn a tuned instrument during the school day through access to a peripatetic teacher.

### Special Educational Needs

Music adheres to the whole-school Equal Opportunities policy. Music is planned to ensure that it meets the varied needs of all learners, regardless of their gender, background, culture, physical or cognitive development. Differentiation is provided in a range of ways when implementing short term plans, including a variety of individual, paired or group work, higher-order questions from Blooms Taxonomy, use of SFA pedagogy and strategies, as well as both open-ended and structured tasks.

### Spiritual, Moral, Social and Cultural development

We promote spiritual development by allowing pupils to show their delight and curiosity in creating their own sounds. We make links between their learning in literacy (or other curriculum area) with music being played as background. In addition, we get pupils to consider how music makes one feel and can it can 'move us' deeply.

We promote moral development by exploring how music can convey human emotions such as sadness, joy, anger. Furthermore, we encourage children to appreciate the self-discipline required to learn a musical instrument.

We promote social development by exploring how an orchestra or choral ensemble works together. We also discuss What would happen if musicians in a band/group didn't cooperate. Additionally, we promote an appreciation of how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.

We promote cultural development by giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. We encourage pupils to listen and respond to traditions from around the world. We also promote appreciating musical expression from different times and places.

### Curriculum Impact

#### Assessment & Recording

Records are kept in accordance with the school's current Assessment Policy. Assessments of children's attainment are made against the Chris Quigley Milestones from the Essentials Curriculum for Years 1-6, using the language of BAD, and ELGS for EYFS. We can also use seesaw to allow for recording sessions to have digital evidence for a class teacher to assess or for children to self assess their performance.

#### Monitoring & Review

Like all subjects, music is monitored by the subject leader and Governors as well as those who deliver musical experiences within the broad curriculum. The Knowledge and skills identified in our curriculum are taught sequentially and pupil's acquisition of them assessed against milestones statements. Planned Monitoring activities, including Governor attendance at Expressive Arts events and Performances, as well as drop in sessions captures evidence illustrating the progression of musical achievements across the school. Leaders have the opportunity to observe music lessons and discuss with the children their learning within the subject. They monitor pupil's uptake and how they participate during sessions that they see. All of this is reported back to the main governing body.

#### External Verification

As a school we offer a range of external opportunities for our pupils to take part in for music. Each term a different phase performs a production, focusing on performance skills as well as singing elements of music, which are attended by members of the governing body. We have singing assemblies, using materials by "Out of the Ark", that allow all children to sing together as a school. As part of our entitlement policy we take pupils on trips to the local and national theatre, allowing them to watch quality performances of music and performing arts. Each year we are offered the opportunity to have a group of children perform at Snape Malting's annual music festival 'Celebration'.

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