

## **Aims**

At Monksdown Primary School we believe that music is a unique way of communication that can inspire and motivate children. It is a vehicle for personal expression and plays an important part in the development and emotional wellbeing of our children.

- We aim to provide a music curriculum which is broad and balanced and is inclusive for all of our children, assisting them to develop a positive self-image and self-confidence.
- We endeavour to enrich the lives, feelings and emotions of our pupils through the music curriculum, promoting their spiritual, moral, social and cultural development, all of which result in the raising standards in our school.
- We are hoping to achieve recognition as an Arts school in the future.

## **Objectives**

- Promote enjoyment and inclusion at all times
- Develop the interrelated skills of performing, composing, listening and appraising music
- Know and understand how sounds are made and then organised into musical structures and types
- Explore the main elements of music
- Appreciate and understand the music of other cultures
- Discover links between music and other subjects

## **Planning and Evaluation in EYFS**

Music is taught in the Nursery and Reception classes as an integral part of the school day through Phase 1 phonics, environmental sound listening skills and listening to different types of music. We relate the musical aspects of the pupil's work to the objectives set out in the Early Learning Goals.

## **Planning and Evaluation in KS1 & KS2**

At Monksdown Primary we follow the National Curriculum. Planning is carried out in three phases:

- Long term planning which maps the music topics in each term across the key stages and the skills they build
- Medium term planning is drawn up termly by teachers taken from the Mojo Music scheme. All staff follow national curriculum objectives via the key learning provided in lesson resources.
- Mr Wilson delivers specialist instrument-based lessons through the Musical Futures principals (wider opps)
- Short term planning is provided in the Mojo Music scheme, and adapted by the class teachers to suit their children. These give details of the content of the lessons - the class teacher evaluates the lesson which informs future planning.

## **Organisation**

Class teachers deliver their own lessons and may choose when they timetable music. As children progress from EYFS through the key stages, they will be able to sustain concentration for longer periods of time. With younger children lessons are most effective when they are split up over the teaching week in short, sharp bursts. All teachers should ensure that our children receive the appropriate time allocation for music. This is monitored by the Subject Leader.

## **Extra-curricular Activities**

These vary throughout the school year, depending on activities in and around school. All children are given the opportunity to attend musical clubs and these are delivered on a rolling programme throughout the year, due to timetabling restrictions. Choir practise takes place throughout the year in KS2. Children are also invited to a Ukulele and Guitar club dependant on a number of factors, including PP, level of commitment, and talent shown in class lessons. School shows occur bi-annually.

## **Enrichment Activities and visits**

We have many expert classical musicians visit our school throughout the year. These are carefully chosen to cater for the needs of our pupils, enhance the music curriculum and meet our school aims.

## **Assessment and Record Keeping**

Teachers plan for assessment opportunities when drawing up medium term plans. They assess children's progress by making formative assessment as they observe them during lessons, concerts and performances. Teachers use the subject key learning & assessment criteria to judge whether children are below, in line or above standard.

Recording every aspect of each child's progress in Music is neither necessary nor practical. **Enjoyment is the key factor in a child's musical progress.** Teachers feedback significant achievement or weaknesses to the Music Lead. These notes serve a basis for future planning. Teachers often record children's work throughout the year to help look for progression. Recording children's performances is highly advised to allow the teacher to make a later assessment in annual reports. Each child is more summatively assessed at the end of the academic year, noting any children with a gift or a particular enjoyment of Music.

### **Monitoring and Review**

The Music Co-ordinator monitors the standard of music teaching and learning together with the Deputy Head. They together offer a supporting role to all staff at Monksdown Primary. Feedback from staff, via email/verbal feedback to the Co-ordinator, leads into the co-ordinators annual review which takes place in the summer term. This reflects staff's views and highlights strengths and weaknesses in music. An action plan is drawn up to address any future subject needs.

Monitoring strategies we use are:

- plans and evaluations
- musical performances in school meetings, assemblies, productions, concerts
- filmed evidence and photographs
- informal discussions with colleagues
- when possible, lesson observation drop-ins

### **Resources**

There are a wide range of musical resources to support the teaching of music across all stages of learning. The Musical Futures inspired Mojo Music scheme gives guidance on their use. Instruments are stored in centred areas for EYFS, KS1 and KS2.

### **Inclusion and Equal Opportunities**

All teaching and non-teaching staff at Monksdown Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, Music is taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. A wide range of gender specific and cultural images that challenge stereotypes will be used.

This policy ensures that certain aspects of Music are not seen as more appropriate for boys or girls. Individual teachers consider carefully the groupings they have. These might depend on the experiences the children have had in their home environments.

### **Accessibility and Teaching Music to pupils with Special Educational Needs**

Teachers provide learning opportunities to match the needs of all our pupils. Music is at its heart an all-inclusive subject that can be differentiated to match all educational needs. We teach Music to all pupils, whatever their ability.

### **Subject Leadership**

- The Subject Leader will:
- Ensure that the subject is regularly discussed, reviewed and monitored within the school.
- Keep resources up-to-date and relevant, particularly in preparation for each unit of work.
- Promote good subject practice throughout the school.
- Set a good example of subject practice.
- Support long term planning for the whole school.
- Inspire learning
- Provide support and guidance to colleagues on teaching the units of work
- Purchase and organise resources
- Maintain equipment and make them easily accessible for teachers
- Attend courses for CPD and report back to staff

### **Policy Review**

This policy was last reviewed: Summer 2020 and is reviewed annually.