

Norton CEVC Primary School
Music Policy
Learn Believe Achieve
Hand in hand with God and each other

1 Aims and objectives

1.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it plays an important part in personal development. The teaching and learning of music enables children to better understand the world they inhabit. Participating in musical experiences can help children to feel part of a community. Music is a wonderfully creative and enjoyable activity. It can also be a highly academic and demanding subject. At Norton CEVC School we provide purposeful opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

1.2 Our objectives in the teaching of music are:

- to explore how sounds are made, and can be organised into musical structures;
- to show how music is produced by a variety of instruments;
- to teach how music is composed and recorded;
- to examine the relevance of when, where and why a given piece of music was written;
- to develop the interrelated skills of composition, performance and appreciation;
- enjoy and appreciate a wide variety of musical styles;
- make and quantify judgements about the quality of music;
- to develop imagination and creativity;
- to help children of all abilities develop positive attitudes and to experience success and satisfaction in music.

2 Teaching and learning style

2.1 At Norton CEVC School, making every child's music matter is a core principle. Enjoyment and achievement lie at the heart of good primary practice; every child should enjoy musical activities. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch, how to make music together, to understand musical notation and symbols and to compose pieces using a range of tuned and untuned instruments, body percussion and vocal effects.

2.2 We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity (including instruments taught outside of school)
- using classroom assistants to support the work of individuals or groups of children.

3 Additional music teaching

3.1 Norton CEVCP School currently participates in the Wider Opportunities Scheme with Year 5 being taught once a week (free tuition), with 'Play On' offered to our year 6 pupils.

3.2 We offer a ukulele club each week, where children have the opportunity to perform with their peers, encouraging one another and sharing their achievements.

3.3 Our school choir meets on a weekly basis. All children are welcome as we meet to sing and enjoy this time together. Children demonstrate their growing repertoire in assemblies and take a 'teaching' lead working with the rest of the school. Excitingly, performances are encouraged frequently throughout the year.

3.4 More recently we have been creating a Samba Band which compliments our range of instrumental opportunities very well.

4 Music curriculum planning

4.1 At Norton CEVCP School, we teach music skills through a cross-curricular approach to learning. Planning is centred around the topic as well as the inter-related dimensions, developing children's listening, appraising and composing skills. We have a detailed Musical Progression document (NC focus and Model Music Curriculum published on our school website) for each year group to ensure good coverage of the curriculum and to inform planning. The subject leader, Mr. Cole, oversees the planning and delivery of music lessons throughout the school. In his co-ordinating role, he works alongside staff delivering a creative curriculum which is tailored to our school.

4.2 Mr. Cole teaches the in-class music lessons from year groups 1 to 6. In year five children participate in the 'wider opportunity' lessons. This year children will be learning the Clarinet using and a clear focus is given to singing skills as well. Learning objectives are communicated clearly and expected outcomes at the start of each lesson. The plenary consists of a recap of these objectives and achievements, pupil self assessment and teacher evaluation. Mini plenaries occur throughout the lesson to showcase success in, for example, children's compositional ideas.

5 Early Years Foundation Stage

5.1 We provide our children at Norton with a very practical approach to music making in the foundation stage. Storytelling and music are one key area of priority and music is taught as an integral part of the topic work covered during the year. Music contributes to a child's personal and social development, counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. Children are given early opportunities and expectations to use a range of instruments in the foundation stage, learning how to use these expressively. Familiarity and confidence can then flourish as the children progress throughout their school journey.

6 The contribution of music to teaching in other curriculum areas

6.1 English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is used to stimulate discussion or creative writing. Song writing opportunities are actively encouraged with a particular focus on descriptive language e.g. 'Roald Dahl' song writing and communicating emotional responses as part of our 'Refugee'

focus in year 6. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

6.2 Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music are mathematically based.

6.3 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and plays an important role in personal development and building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

6.4 Spiritual, moral, social and cultural development

Creating, performing or listening to music is a moving and spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. It is our belief that sharing music in our community enables our pupils to share experiences and to bring joy through giving. Children at Norton CEVCP School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies. At Norton CEVCP School we use a variety of musical experiences to enhance our collective worship.

7 Music and ICT

7.1 Information and communication technology enhances the teaching of music, where appropriate, in all key stages. In key stage two specifically, children use computer programs, such as 'Bandlab' to compose music. The children have access to 30 midi keyboards to aid compositional work and these are also a fantastic addition for instrumental teaching; such as developing a knowledge of 'triads' and chord progressions in our upper key stage.

8 Music and inclusion

8.1 We teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. 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, and we take all reasonable steps to achieve this.

8.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Formative and summative assessment allows us to consider each child's attainment and progress against expected performance descriptors.

8.3 We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, e.g. in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9 Assessment for learning

9.1 Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Pupils are also encouraged to make judgements about how they can improve their own work. We use this as the basis for assessing the progress of each child and year group as a whole.

9.2 The music subject leader looks at examples of children's work and monitors the expected level of achievement in music for each age group in the school.

9.3 'Insight assessment' is used as a tool to track children's musical progress at Norton. Formative classroom assessments help to build an overall picture of their developing musical skills. This collated information is passed on digitally each year.

9.4 'Seesaw' is crucial to reporting on children's progression using audio and video. It is wonderful to capture a composition being performed, as with our 'Iron Man' composition in year three where students conducted one another's parts.

10 Resources

10.1 Resources are kept in the hall; these include percussion instruments, books, piano, sound system, laptop and projector. We have a music trolley so that resources can easily be moved around the school. Ukuleles are available for use in our lunchtime club. Our midi keyboards are an excellent addition to encourage creative compositional work in the ICT suite. Our new Samba Drums were purchased last year and are a great way to encourage a wider appreciation of musical cultures around the world.

11 Musical events

11.1 All children take part in singing practice, assemblies and perform in public on a number of occasions throughout the year. We hold a singing assembly every Monday where children learn a new song related to the theme of the week. This is sung during the week in most assemblies. Children are also introduced to an important piece from history each week. They are encouraged to listen and respond to this music and will subsequently widen their knowledge of many genres.

11.2 At Christmas time, Foundation Stage and Key Stage 1 take part in a musical performance. At other times of the year e.g. Harvest, Easter and other sharing assemblies, year groups or the whole school come together to perform and share worship time together. Key Stage 2 children undertake a carol service at Christmas time and a creative musical performance at the end of the summer term. We are working hard to encourage our choir to experience performances throughout the year and our relationships with local churches provides wonderful links with our community.

11.3 Our 'School Development Plan' (accessible on the school website) for music identifies a comprehensive range of performance opportunities for the students and new ideas moving forward.

12 Monitoring and review

12.1 The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- discusses progress with the headteacher and evaluates the strengths and weaknesses in music, indicating areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work;
- observes music lessons taught by classroom teachers in order to provide constructive feedback, highlighting positive areas and areas on where they could improve.

12.2 This policy will be reviewed every two years.

Signed: Ashley Cole

Date: September 2024