

HOLY TRINITY



C. E. PRIMARY ACADEMY
(HANDSWORTH)

Music Policy

Subject Champion: J Shioleftou

Date: February 2022

Date for Review: February 2024

Holy Trinity CE Primary Academy Vision Statement

At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically.

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” – Jeremiah 29:11

1. Intent

1.1 Holy Trinity Curriculum

Our curriculum is about **bringing engagement, fun and enthusiasm** to learning so that our children develop independent curiosity, acquire a lifelong appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically. Our curriculum starts from the children in our academy and works out.

1.2 Music at Holy Trinity

*‘Music is a universal language that embodies one of the highest forms of creativity’
(National Curriculum)*

At Holy Trinity CE Primary Academy, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys. We hope to foster a lifelong love of music by exposing them to diverse musical experiences which are then explored through the language of music via active listening, performing and composing activities which enable understanding of the context and genre. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions.
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.
- Use and understand musical language and include musical features in their own work
- Make informed judgements about the quality of music.

- Have different opportunities to take part in performances.

1.3 Curriculum 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.

2. Implementation

2.1 Curriculum delivery

Music is taught weekly in all year groups following the Charanga Musical School units of work. Lessons are between 45 minutes to 1 hour long.

2.2 Planning

Progression and Continuity

We use the 'Charanga Music School' scheme of work. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum: Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music through a range of whole class, group and individual activities.

2.3 Teaching and Learning

Music Curriculum Planning

At Holy Trinity, music is taught through a knowledge-led approach. Our curriculum is carefully planned to engage and excite all our learners. Our long-term plans map out the subject content and music skills covered for each half term, for each key stage. These plans define what knowledge will be taught and ensure an appropriate balance and distribution of work across the primary phase.

Our main priority at Holy Trinity is to teach and perfect the skills implemented by the National Curriculum for Music.

Our music curriculum is based on the Charanga Musical School scheme of work which facilitates and encourages an exploration of music by both the teacher and child. Through Charanga the interrelated dimensions of music are explored through: listening and appraising, games, singing, playing instruments, improvising, composing and performing. Every year groups' musical learning is supported through the use of glockenspiels. Each KS2 class, also has the opportunity to join the school choir.

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. The scheme supports all the requirements of the national curriculum. In line with the curriculum for music and guidance from Ofsted, this scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. Ofsted have stated that "We will not always know the learning outcomes", so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Units of Work

Each unit of work lasts for a half term and comprises the strands of musical learning which correspond with the national curriculum for music:

- a. Listening and Appraising
- b. Musical Activities
- c. Warm-up Games
- d. Optional Flexible Games
- e. Singing
- f. Playing instruments
- g. Improvisation
- h. Composition
- i. Performing

Weekly Lessons

Music is taught once a week. Each lesson in the Scheme is designed to last for 1 hour but can be taught in 45 minutes if there are time constraints.

Structure of an hour-long lesson:

- Listen and Appraise - 20 mins
- Musical Activities - 25 mins

- Perform/Share - 15 mins

Structure of a 45-minute lesson:

- Listen and Appraise - 15 mins
- Musical Activities - 20 mins
- Perform/Share - 10 mins

Mastery in Music Lessons

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill does not necessarily mean their progress is slowing down or their development is moving backwards. It is just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

From Reception to Year 6, learning consists of six half-termly units of work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

Music in EYFS

Music plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design.

In EYFS the pupils' early learning goal is:

- Children sing songs, make music and dance, and experiment with ways of changing them.

Music in KS1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and un-tuned 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 interrelated dimensions of music.

(National Curriculum 2014)

Music in 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 interrelated 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.

(National Curriculum 2014)

3. Impact

3.1 Assessment

- Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.
- Each class keeps a portfolio to evidence learning in music in that year group.
- **Assessment for learning** is used:
 - within each music lesson to identify children needing support and adapt teaching.
 - during marking/monitoring of evidence to highlight misconceptions and identify next steps.
- **Summative assessment** is used:
 - at the end of each unit to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the support that they need.
 - by the Senior Leadership Team and scrutinised through assessment trackers, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Please read this policy in conjunction with our *Assessment Policy*.

3.2 Monitoring

The subject is led by the Subject Champion and supported by the Senior Leadership Team. Each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Monitoring takes place regularly by the Subject Champion and the Senior Leadership Team through sampling children's work, portfolio scrutiny, learning walks, lesson observations and pupil voice.

3:3 Equal opportunities

This policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the curriculum and participates fully in all lessons.

At Holy Trinity we recognise protected characteristics from *The Equality Act 2010*.

The following characteristics are protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.