



Aim High

Never Give Up

Follow Your Dream

Lead By Example

# MUSIC POLICY

Ratified By	Curriculum Committee
Date	08/02/2021
Minute	10
Review Date	Spring 2024
<b>Policy Statement</b>	
What is the policy for?	A framework for teaching of Music across the school
Who has devised and contributed to this policy?	The policy has been written by the subject leader and staff in school have been fully consulted
How will this policy be communicated?	Website and 365
How will this policy be monitored?	As outlined in the policy
Which other policies are linked to this policy?	EYFS policy Feedback and Assessment Policy SEN policy Homework Policy Acceptable Use

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## **Aims**

### **Intent - What are we trying to achieve?**

Our Music curriculum will help our pupils to develop musical skills and concepts through listening, appraising, improvisation, singing, playing instruments, performing and composing. We aim for every child to develop a love of music from exposure and engagement with performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

By the end of Key Stage 2, pupils will have gained increasing confidence and control in singing, playing music, have a good understanding of the interrelated dimensions of music and understand musical notation.

Our aim is for children to build their talent as musicians and use it to express themselves. With engagement in a variety of musical experiences children are inspired and encouraged to develop as musicians.

### **Implementation – How is the curriculum being delivered?**

We use the Charanga curriculum to meet the national curriculum programme of study for Music.

The Charanga scheme is structured into the following strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising
- Musical Activities (involving warm up games, singing, playing instruments, improvisation and composition)
- Performing

The Charanga scheme has units allocated to specific year groups and is built around the Interrelated Dimensions of Music in a progressive approach of skills and knowledge from EYFS to Year 6. These Interrelated Dimensions of Music are the key skills required to be a musician. 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 and performing.

Children are entitled to receive 3 units across the academic year.

Planning and teaching is supported by the Charanga resources but adapted as necessary by teachers at Norwood Primary School.

The curriculum is taught in an integrated, practical, exploratory and child-led approach to musical learning. Charanga has the same lesson formats for teacher confidence and to support the pupils. Outside of the music curriculum, further experiences are sought to provide equal opportunities for all pupils and to celebrate music.

A Curriculum Map is available on the school's website so that parents/carers are able to support their child's learning at home.

A Music Progression Map shows how the national curriculum objectives are sequenced to be taught. Each objective is revisited each year to consolidate and build the knowledge, skills and understanding reflected in the national curriculum programme of study.

### **Impact - What difference is the curriculum making?**

Our Music curriculum teaches essential skills to be a musician in the modern world. It will help them to become aware of different genres of music, explore how sounds are made, develop imagination and creativity, build sense of pulse and rhythm, understand a range of musical vocabulary, enjoy songs and develop positive attitudes towards music.

Music will promote the pupil's spiritual, moral, social and cultural development by enabling children to express their emotions and feelings through responding to and playing music. They will see that music is all around us, it shapes the world around us, reflects cultures around the world and it also helps us to communicate.

Music will promote British Values by ensuring children respect everyone's abilities and performances and respect each other by giving constructive criticism or by listening and responding to music.

Music will help pupils develop a Growth Mindset through experiencing you improve in music through rehearsal and practise.

### **Charanga**

Full guidance of the curriculum can be found at

<https://peterborough.charanga.com/scheme>

This resource was suggested from our local Music Hub – Peterborough Music Hub.

### **Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **Roles and responsibilities**

### **The governing body**

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

### **The governing board will also ensure that:**

- *A robust framework is in place for setting curriculum priorities and aspirational targets*
- *Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements*
- *Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)*
- *The school implements the relevant statutory assessment arrangements*
- *It participates actively in decision-making about the breadth and balance of the curriculum*
- *It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals*

### **Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- *All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met*
- *The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board*
- *Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum*
- *They manage requests to withdraw children from curriculum subjects, where appropriate*
- *The school's procedures for assessment meet all legal requirements*
- *The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum*
- *The governing board is advised on whole-school targets in order to make informed decisions*
- *Proper provision is in place for pupils with different abilities and needs, including children with SEN*

### **Subject Leader**

The subject leader is responsible for leading and managing their subject. They will ensure that:

- *They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.*
- *The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.*
- *The attainment and progress of the pupils across the school is analysed at least three times*

*a year and feedback to governors is given once a year.*

- *Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.*
- *Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.*

## **Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

- *More able pupils*
- *Pupils with low prior attainment*
- *Pupils from disadvantaged backgrounds Pupils with SEN*
- *Pupils with English as an additional language (EAL)*

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*

- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.