



# **Ashton West End Primary Academy**

## **Music Policy**

**Vision:**

In our multicultural and eco- friendly school, we celebrate differences and encourage mutual respect. We support each other and our community to work together and take pride in the things we do. We demonstrate perseverance, inclusion and respect. Everyone is welcome!

**Mission Statement:**

**‘Today I am proud of my school, tomorrow my school will be proud of me.’**

The aim of this policy is to guide teachers and support staff in providing the best possible learning experiences for our children. At Ashton West End Primary Academy, we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the academy community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

Our mission sets out our commitment to ‘aiming high’. Improvements in the quality of teaching and learning are brought about through a process, which involves:

- reflection by individual professionals
- acting on planning feedback and guidance
- use of assessment data
- the target setting process
- sharing in-house expertise through
  - joint/team planning
  - discussion with colleagues, subject coordinators and SLT
  - Staff training at school
  - Team teaching lessons
  - Peer observation and lesson studies
- implementation of recommendations arising from classroom observation
- CPD courses

This policy will be reviewed regularly to enable us to take account of new initiatives, curriculum changes, technological developments and any changes to our pupil cohort profile.

(Next review date: July 2025)

### **Aims and Objectives:**

The National curriculum aims for Music are:

- 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, can 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.

### **Teaching and Learning:**

Music takes place regularly within each class's timetable. Our music is primarily taught in class lessons with the class teacher, using the internet music scheme – 'Charanga'.

The children are given the opportunity to listen and evaluate different genres of music. To learn and sing songs and play instruments with increasing confidence throughout their time in school. This is mainly achieved through whole class lessons where they are given opportunities to work individually, with a partner, in a group or as part of a whole class. They can respond to a variety of stimuli with increasing independence and creativity and explore their thoughts and feelings through responding to a variety of music from different times and cultures. There are opportunities to use ICT in music lessons to create and record their work.

Year 3,4 and 5 pupils are taught samba, alongside their class teacher, by a member of the Tameside music support team, who comes into school once a week. The samba teacher also teaches a KS2 Samba band for interested pupils from Y3-Y6. This is an extracurricular activity that takes place at lunchtime.

There are opportunities throughout the year for the children to share their learning, in the form of assemblies, celebrations and performances that occur throughout the school year.

### **Curriculum Planning:**

We recognise that Music is a subject in the National Curriculum. The school uses the National Curriculum scheme of work for Music as the basis for its curriculum planning and Whole School Overview shows the coverage of the music units from the 'Charanga' scheme for each year group. This scheme ensures a sequence of lessons and progression of knowledge and skills from reception through to Year 6.

The 'Charanga' music scheme supports all teachers in the delivery of the National Curriculum, especially those who are non- music specialists. The scheme is divided into six different units for each year group and the class teacher can also augment these with songs and activities from the 'freestyle' area. Each unit has Listening and Appraising, Musical Activities, Warm-up Games, Optional Flexible Games, Singing, playing instruments, Improvisation, Composition and Performing elements.

**EYFS:**

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

Music is taught in the reception classes as part of the topic work covered during the year using the EYFS curriculum. Music is an important element in both the Communications and Language element and the Expressive arts and design element in the EYFS curriculum. Using songs helps with listening and memory skills, with patterns and rhymes. Children playing instruments allows them to explore different materials and other ideas about the world around them. Music also helps with turn taking and most important of all having fun!

**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

**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.

**Contribution to the other curriculum areas:****English:**

Our music curriculum contributes to the teaching of English as it allows the children to develop and apply their skills in reading and speaking and listening by discussing the meaning (inference and deduction) of lyrics and giving their opinion on various songs. There are several songs related to SPAG topics which are supportive in knowledge acquisition.

**Maths:**

Our music curriculum contributes to the teaching of mathematics when using chants and rhymes. We look for patterns in maths and music when teaching rhythms. The children learn to find and count the beat and then divide the beat into smaller parts in rhythm games. Learning musical notation means the children apply their mathematical knowledge – counting and pattern findings. There are several songs related to mathematics topics which are supportive in knowledge acquisition.

**Science:**

Music contributes to the teaching of science. For example, when exploring materials and their properties in Y2 and in Year 4 when the children study the topic of sound. Their earlier exploration of instruments is built on as they find out about how sounds are made and how vibration of an instrument (e.g. a chime bar or an air column in a recorder) creates the musical note. There are several songs related to science topics which are supportive in knowledge acquisition.

**Geography:**

When learning about a geographical location, the pupils will explore the culture of that place, which will include music in many cases. They may listen and evaluate the music of a certain Country or people. There are several songs related to science topics which are supportive in knowledge acquisition.

**History:**

Through music, the children learn about the different periods of music and the different composers and when they lived. An integral part of each Charanga Unit, involves pupils listening to pieces of music from different eras and appraising them. There are several songs related to History topics which are supportive in knowledge acquisition.

**RE:**

Songs are used at different celebrations throughout the school year and through these, the children learn about other religions. The inclusion of celebratory songs supports our school ethos and pupils have a chance to perform for the school and the wider community.

**Inclusion:**

At Ashton West End Primary Academy teachers set high expectations for all pupils. Teachers use appropriate assessment to set ambitious targets 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 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. At Ashton West End Primary Academy, all children are involved in music lessons, whatever their ability, experiences and individual needs. This is in line with the school's curriculum policy of providing a broad and balanced education to all children. Through a range of teaching and learning approaches, we enable all children to access the curriculum. We strive 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. For further details see the SEND policy. Where learning takes place outside of the classroom, we will carry out risk assessments to ensure that the activities are safe and appropriate for all pupils.

## **Legislation and guidance:**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

## **Assessment for learning**

Overview:

At Ashton West End Primary Academy, we believe that assessment of pupils' progress in Music is necessary if we are to meet our objectives of engaging pupils in programmes of activity which provide progression and continuity of learning.

Ongoing teacher assessment has always been an integral part of good practice and is used to inform future planning. Assessment takes place throughout each lesson with the class teacher asking questions, making observations and listening to performance. Assessment is noted on teacher's planning to inform the summative assessment made for that Programme of Study. Progression between year groups should be clear. To support this process, teachers assess pupils' work against a series of statements that a pupil working at expected level will achieve. This process is repeated for each individual pupil.

## **Types of Assessment**

- Formative – assessment for learning – allows the teacher to see what the child knows, understands, and can do.
- Summative – assessment of learning – records overall achievement of the child.
- Diagnostic – identifies areas of strength and weakness.
- Evaluative – allows teachers and school leaders to see the effectiveness of teaching in terms of performance.

## **Formative Assessment**

Formative assessment involves:

1. Evaluating pupils' level of knowledge.
2. Setting explicit learning objectives.
3. Sharing learning intentions and success criteria with pupils.
4. Questioning effectively.
5. Pupils evaluating their own and peers' performance against success criteria.
6. Teachers and pupils reflecting and reviewing performance and progress.
7. Effective oral feedback to inform pupils what they should do next.
8. Children responding to feedback.

## **Self-Assessment and Peer Assessment**

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, oral feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others work. Learners use the success criteria given as part of the teaching process to make judgements on their own, and peers, learning and identify areas for development – next steps.

## **Day to Day Assessment**

The main focus involves teachers using their professional skills to observe a child to see if the work provided for them is sufficiently challenging to ensure progress or that misconceptions or 'gaps' are not impacting on progress. The assessments are recorded on the planning sheets and used to inform future planning. This may be achieved through:

- Questioning
- Observing
- Discussing
- Analysing
- Checking children's understanding
- Engaging children in reviewing progress

## **Assessment for Learning – Formative Assessments**

The skill, matter or process objectives are made explicit in all planning. Assessment opportunities (described above) form the basis of the planning for learning for the next lesson. Teachers make brief notes in the assessment note column on planning to inform subsequent teaching and learnings. It is best practice to be constantly revising planned learning.

## **Assessment of Learning – Summative Assessments**

At the end of a unit of work, summative assessments are made about each child's achievements throughout the unit. Strengths and areas for development are identified and this informs future learning of the skills matters and processes for the next unit of work. Then at the end of each term a summative judgement is made as to whether individual children are working towards, within, or have mastered their year group expectations in Music. This is reported to parents in the end of year report.

## **Resources:**

There was an audit for music in the summer term 2022. Music resources are kept in the storage area between the Year 3 classrooms. The Academy owns a large range of Samba instruments which enables two classes to learn Samba at any one time. There is also a full class set of Glockenspiels to support the Charanga lessons on using notation when in KS2. EYFS have their own suitable range of musical instruments which are stored in the EYFS unit.

## **Roles and responsibilities:**

**The governing board:** The governing board will monitor the effectiveness of this policy and hold the principal 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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper 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

**The Principal:**

The principal 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
- 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 to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

**The subject leader:** The subject leader will support the staff with delivering the music curriculum and organising any CPD needs that the staff have. The subject leader will also ensure that resources are audited and ordered as needed for the staff to deliver the music curriculum.

**Monitoring and review:**

The subject leader will monitor teachers long term plans to ensure that all the music objectives are being covered. Lesson observations, team teaching and lesson drop-ins will be undertaken to ensure that delivery is of a high quality and to ensure that the planning is being implemented in the classroom.