



Elburton Primary School

Music Policy

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1. Subject Statement

Elburton Primary School follows the 2014 national curriculum for Music and 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.

Elburton Primary School recognises that learners are creative beings prior to their arrival at school and continue to have creative experiences outside of school hours. We feel that music and performing arts provide opportunities to learn specific skills within the subject lessons, but also have a wider reaching impact on their knowledge and understanding of themselves, the world, and their learning in other subjects. Article 29 of the United Nations Convention on the Rights of the Child states that “education must develop very child’s personality, talents and abilities to the full...as well as respect for their...own and other cultures...” Article 31 states that “Every child has the right to...join in a wide range of cultural and artistic activities.” We recognise that our provision is at the heart of ensuring our learners enjoy these Rights.

Music has a power of forming the character and should therefore be introduced into the education of the young. (Aristotle)

At Elburton Primary, we believe Music contributes to a broad and balanced arts provision for all pupils, which is taught as part of the National Curriculum. Developing children's passion for music and the performing arts is a well-known part of the Elburton curriculum. Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music can connect ‘us’ and ‘places’ in our ever-changing world. Music is the sound track to our lives; and as Plato wrote, ‘*Music gives a soul to the universe, wings to the mind, and life to everything*’.

Besides being a creative and enjoyable subject, music is also a highly academic and demanding subject. It also plays an important part in helping children to feel part of a community. We at Elburton Primary, provide opportunities for all children to compose, play, perform, and enjoy music across a range of history, cultures, and genres. We also develop the skills to appreciate differing musical forms, and learn to make judgements about the quality of music. Overarching this, research evidence shows that a quality music education can improve self-confidence, behaviour and social skills, as well as improve academic attainment in areas such as numeracy, literacy and language (DfE).

Intent

The overall intention is to ensure that music and performing arts are accessible for all pupils. The learning is to be highly enjoyable and motivating. It is an area of learning that children find rewarding and one in which they can be stimulated to become actively involved. The inclusion of music and performing arts in a broad-balanced curriculum improves the quality of a child's educational experience. The arts teach discipline, improves self-esteem, inspires creativity, and helps young people to set and reach goals. The intention of teaching music and performing arts at Elburton Primary is to nurture, sustain and celebrate the individual aesthetic and creative potential of all our children.

It aims to engage all pupils and build a skills-based understanding of the core fundamentals of the subject.

Elburton Primary School believes that teaching music and elements of performing arts is a vehicle which, not only allows children to use and develop their imagination, but also it enables them to express a wide range of sentiments and emotions. Furthermore, it helps raise the profile of the school in the community and local vicinity, and offers excellent opportunities to all children, regardless of their social backgrounds and academic abilities.

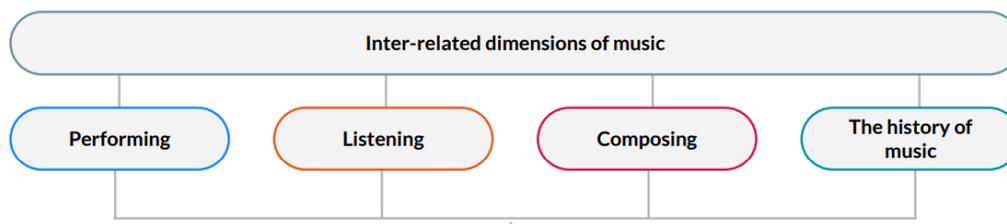
Musical arts provide opportunities for all children to:

- Develop proficiency as musical performers.
- Acquire audience skills such as listening and viewing responsively.
- Interpret and present their own or others' work to a range of audiences.
- Evaluate the different roles of artists in society such as to entertain, represent emotions or moods, provoke debate, or challenge views and perceptions.
- Create and critique compositions using a variety of tools and techniques.
- Express feelings, ideas, experiences, and beliefs in a variety of ways, which also improves concentration, resilience, confidence, co-ordination, and fine/gross motor skills.

Implementation

At Elburton, we provide many opportunities for all children to create, play, perform, appreciate, and enjoy music. We aim to not just steadily develop and increase the children's musicianship, but we also aim to develop the 'child as a whole' through the engagement of musical activities - developing and nurturing pupils' sense of 'self' (through allowing them opportunity to explore their own abilities).

We want to ensure all pupils are able to access musical activities; explore and understand how sounds are made; and how they can be organised into musical structures. Through our learning at Elburton, the children also develop the interrelated skills of composition, performance and musical appreciation in every term in every year group. The key musical dimension, skills, and knowledge are constantly revisited and built upon across the our Elburton music curriculum from EYFS to Year 6 to develop and master the musical skills and knowledge. This repetition-based approach to learning allows the same musical concept to be practised and applied through different musical activities to enable a more secure, deeper learning and mastery of musical skills.



It is our aim that the needs of all children are met so they can reach their full potential in music and enhance their understanding of other related subjects. Furthermore, we aim for every child to leave Elburton Primary School with a range of musical skills, knowledge, understanding, and a love of music which they can carry with them through Key Stage 3, and perhaps Key Stage 4, and for the rest of their lives.

How do we do this?

At Elburton Primary School, we make music an enjoyable, interactive learning experience. We encourage children to participate in a variety of musical opportunities through which we aim to, not only build-up the confidence and resilience of all children, but also develop their memory, concentration, co-ordination, creativity, and auditory and oracy skills. This is achieved through:

- focusing on the skills and knowledge of singing, playing, composing, and appraising.
- exploring different musical instruments and building upon the children's fluency of playing them, this also includes how to use their own bodies and voices.
- learning and appreciating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- understanding the nine interrelated dimensions of music and how these are used when singing, playing instruments, improvising, composing, and developing original pieces and performances.

However, at the heart of good music teaching and at the core of our school, singing lies. Our teaching focuses on developing the children's ability to sing in tune and in harmony with other people. Through singing songs, children learn about the structure and organisation of music and their own voice and breath.

To further this, Elburton Primary School's weekly singing assemblies cover a plethora of musical genres across the year, exposing the children to different styles and nuances of music, and the opportunity to interact with and perform them. Our extra-curricular school choir offers opportunities for performances in various locations across the academic year – both inside and outside of school. In addition to this, Years 4, 5, and 6 have classical guitar lessons taught by a specialist teacher which enable the children to deepen their musical knowledge further and develop musical instrument fluency. Furthermore, all children can access private lessons for guitar and keyboard in school with a specialist music teacher. All of these opportunities and experiences are brought together throughout the year and celebrated and performed in concerts, assemblies, and shows.

Impact

Our children enjoy and value Music and know 'why' they are doing things, and not just 'how' to do things. Working independently and collaboratively with others, children will develop their understanding, appreciation, and musicianship from EYFS to Year 6. Not only will they be able to articulate their opinions, judgements, and feelings about music – of their own pieces and of others - using key musical vocabulary and knowledge, but the children will also be able to compose pieces of music with more skill and creativity; perform more expressively and confidently; and play instruments more fluently and coherently. Underpinning all of this, children will demonstrate the values of music in the context of their personal wellbeing, and the creative and cultural industries, and their many career opportunities.

Assessment for Learning

- Children's work is evaluated through questioning, observation when children are working and performing, by listening to responses and examining work produced. Examples of work can be copied, photographed or recorded and put into a music folder on the staff drive.

- Teachers can then make a judgement about pupil's musical skills and understanding in relation to the National Curriculum level of attainment. This, in turn, will inform future planning.
- Children are also encouraged to make age appropriate judgements about how they can improve their own work or that of a peer.

School Productions

Elburton Primary School recognises the importance of school productions and as such, will devote some curriculum time for rehearsals and performances. Productions are organised by class teachers and assistants as well as assistance from the Music and Performing Arts leader. Outside professionals will be also invited to provide valuable expertise and experience. Productions are to be arranged for each year group to perform. These productions have many cross curricular links, particularly in Literacy and History, and as well as rehearsals, lessons linked to the production are taught in class.

2. Teaching & Learning

Our Elburton children are given as much practical experience of music as possible, supported by factual, informative teaching. The children have access to regular opportunities to learn about and explore music through performing, composing, listening and appraising. We provide all pupils with a supportive atmosphere in which to develop their music skills. Teachers are supported in their planning of lessons and knowledge development through using 'Kapow', an online platform that provides ideas, themes and pathways that support our mapped progression. Our planning is looking at developing confident, erudite children who can articulate their musicianship and value their own musical and performing journeys.

Pupils are 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.

Children who already receive more formal instrumental tuition, often from our specialist music teacher at school, are happy to improvise and compose using their instrument, or any other instruments to deepen their learning.

Where possible, and where relevant, links should be made to other curriculum areas. Links should only be made, when the links will enrich the music curriculum.

3. Organisation

EYFS

Music for Elburton EYFS children has a primary focus on singing and movement, developing their listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Each child will partake in class singing which will be led by teachers and peers. The songs are linked to subject learning when appropriate. The children are accompanied by a backing track which allows for a more diverse tumbrel palette and a more direct approach to guiding them with actions. There are also annual Christmas shows and assemblies for the children to rehearse

for and perform in. This involves singing, actions and speaking. It is an integral part of the EYFS curriculum. In addition to this, our young Elburton children will also experience and interact with a variety of untuned instruments for music making.

KS1

Our children in Years 1 and 2 learn to listen carefully and respond physically to a wide range of different kinds of music. They play with a variety of untuned and tuned musical instruments and sing a variety of songs from memory. They add simple accompaniments and create short composition consisting of a few notes. They also explore the way sounds and silence can create different moods and effects. Furthering this, our Elburton children also learn and develop their understanding of key vocabulary to aid their musical understanding, such as tempo, dynamic, timbre, and pitch. Our KS1 children will also perform in annual live productions and class assemblies.

KS2

For our KS2 children, key priority is given to the further development of practical music-making through singing, playing, and understanding music. Our focus is to build on the technical knowledge and skills, especially as most pupils have not been able to practise or develop sufficiently over the past few years due to the lack of time in school owing to the successional lockdowns. Further to this, heightened attention is being given for the children to redevelop their instrumental and singing skills and aural development, which is important in building their expressive knowledge and understanding of music. Through our sequential progression of musical skills and understanding, our children will further develop musicianship; music appreciation and be able to communicate this; understand how music can be used in a variety of ways; and apply all these skills and knowledge to compose and perform live - singularly and in groups – which can also aid in increasing children's confidence, wellbeing, and sense of belonging. Additionally, all our KS2 children are actively encouraged to read music (in a form of notation) as well as playing by ear and from memory.

All children in Years 4, 5, and 6 have the opportunity to learn to play the guitar from a specialist music teacher. As the children progress through the years, their knowledge and skills of playing guitars are built upon with the aim of playing fluently and able to read music to assist their performance.

In KS2, the emphasis is also upon performing, composing, listening and appraising. Through these activities, the children develop their skills as performers and as informed members of an audience. Using a range of tuned and untuned instruments, children are able to experiment and links are made between this and the children's previous musical experience, ensuring progression. Listening to recorded music is also an important aspect of every lesson. At times, the music selected may take foundation subjects into account, but musical progress is paramount. Throughout KS2, our children are taught about composers and significant historical periods in music and music from other cultures. Furthermore, the National Curriculum for music offers opportunities for performance and children are encouraged to present their work with an audience in mind. Other children, who are the audience, are encouraged to listen attentively with consideration for the performers. Their compositions may be recorded and performed in class, in assembly or as part of other performances for children, parents, and guests.

4. Resources

There is a large selection of physical musical instruments available at Elburton for all the children to access. Additionally, our online Computing platform, Purple Mash, also allows the children to compose and make music using their software. The school is committed to expanding present equipment wherever necessary and possible to enhance the children's learning. With regards Health and Safety which is of great importance, the following guideline are adhered to:

- Instruments will be checked regularly to ensure that they are in good repair and of good quality. All splintered or rusty instruments will be thrown away immediately.
- Children who are taught to play a wind instrument will have an individually labelled instrument and so definitely no sharing (especially after Covid).
- Wind instruments (e.g. recorders and clarinets) will be fully sterilized before they are reissued to other pupils.
- Heavy instruments will be stored at an easily accessible height which will prevent the need for any climbing.
- Where children are to participate in activities outside the classroom, for example external performances and attending musical events, a risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

5. Assessment

Children's work is evaluated through questioning, observation when children are working and performing, by listening to responses and examining work produced. Examples of work can be copied, photographed or recorded and put into a music folder on the staff T Drive.

Additionally, using the support and guidance of 'Kapow', teachers can then make a judgement about pupil's musical skills and understanding in relation to the National Curriculum level of attainment.

This additionally suggests Deeper Thinking tasks to extend and challenge the children. Using all this assessment, it will aid future planning. Children are also encouraged to make age appropriate judgements about how they can improve their own work or that of a peer.

6. Equal Opportunities & Inclusion

The area of music and performing arts have a particular responsibility to include all children, regardless of their ability, social, or academic background in line with our Equality and Diversity policy:

- All activities are offered to boys and girls.
- Music from various cultures will be accessed.
- Lessons will be planned according to children's individual learning needs.
- Pupils having trouble will be given extra support.
- Those children with a particular interest or aptitude in music have opportunities to extend their education in a variety of ways e.g. school choir, instrumental lessons, and opportunities for performances in assemblies and shows.
- All Year 4, 5, 6 children will access the opportunity to learn a musical instrument from a specialist music teacher.

7. The Role of the Subject Leader

The music subject leader is responsible for the following

Keeping up to date with developments in the subject

The music lead will attend training sessions and conferences which provide guidance on new developments in the subject which impact teaching and learning. This is in addition to reading up-to-date research and papers on Music education. These developments along with relevant resources or new documentation will be shared with the staff as a whole during INSET training sessions throughout the year.

Support colleagues with their planning and teaching

The Music lead will support teachers with their planning and teaching and offer time to any colleagues requiring any support in these areas. The Music lead will also provide resources to help support

colleagues with this. The Music lead has ensured that all teachers have access to CPD videos from professional musicians (via Kapow) to help ensure subject knowledge is strong across the school.

Monitoring the standard of Music throughout the school

The music lead strives to ensure that teachers are dedicated to improving the standards of music and it is being taught effectively throughout the school, in line with Elburton Primary School's progression maps and the 2014 National Curriculum. The music lead will implement new strategies or progressions and will provide teachers with a clear focus in line with school improvement plans and advances to the subject area.

The music lead will assess the impact of the aforementioned and INSET training in the following ways:

- Through learning walks with a member of SLT.
- Through planning / flipchart scrutiny.
- Through auditing and analysis of children's learning evident in assemblies, shows, music lessons, and evidence folders.
- Through interviews conducted with groups of children in the school or through pupil voice surveys.

Providing feedback to the head teacher/ governors

The music lead is responsible for feeding back to the head teacher about the how music is being taught across the school and the impact that this is having. When necessary, the music lead will also provide feedback to the school governors via a presentation or through a report.