



Music Curriculum Policy

Introduction

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination the best in the musical canon. (National Curriculum, 2021)

Intent

At Thorpe Hesley Primary School, we aim to:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. (As outlined in the National Curriculum)

Cross-curricular links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas while also enhancing pupils' cultural capital.

English

- Pupils develop their reading and writing skills through learning to read and interpret written music.
- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- Pupils develop their research skills through discovering the history of music and famous composers.

Mathematics

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

ICT

- Pupils learn to use technology to compose music, and enhance their research skills through the internet and CD ROMs.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.

Spiritual, moral, social and cultural development

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

Curriculum Organisation

Children will be taught a range of knowledge of skills in both Key Stage One and Key Stage Two. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Foundation Stage

The music curriculum is known as 'Expressive Arts and Design' and is organised on a topic basis. Expressive Arts and Design is one of the four specific areas within the Early Years Foundation Stage (EYFS). Each specific area is divided into early learning goals, for expressive arts and design these are:

- Creating with materials - children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; make props and materials when role playing characters in narratives.
- Being imaginative and expressive - children will invent, adapt and recount narratives and stories with peers and their teacher; sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.

Key Stage One

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 interrelated dimensions of music.

Key Stage Two

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 notation;
- 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.

Implementation

Music is an integral part of our wider curriculum at Thorpe Hesley Primary School. It is taught weekly using the Sparkyard music scheme. Our music curriculum not only meets the statutory National Curriculum requirements for England but also incorporates numerous recommendations from the non-statutory Model Music Curriculum. It is designed to support the needs of all pupils, including those with SEND, offering a variety of opportunities for them to learn, sing, play instruments, and express themselves musically. Additionally, we are partnered with the Rotherham Music Service, which provides our pupils with lessons in woodwind, brass, guitar, and piano.

We also offer our pupils a variety of opportunities to enhance their music education through extra-curricular clubs. These include our school choir, recorder club, and dance clubs, where children can express themselves through music. We are also partnered with Rocksteady Music School, which provides engaging and inclusive rock and pop band lessons for Key Stage 1 and Key Stage 2 children on a weekly basis.

Assessment and reporting

- Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy.
- Pupils aged between two and three will be assessed in accordance with the 'Statutory Framework For The Early Year's Foundation Stage', in order to identify pupils' strengths and identify areas where progress is less than expected.
- An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.
- The progress and development of pupils within the EYFS is assessed against the Early Learning Goals outlined in the 'Statutory Framework For The Early Year's Foundation Stage'.
- Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- Assessment will be undertaken in various forms, including discussing pupils' work with them, marking work against the learning objectives, pupils' self-evaluation of their work and formative assessment.
- In terms of summative assessments, pupils will be assessed at two key point during the academic year. Pupils will be judged to be either at 'working towards' or 'expected' in February (mid-point assessment) and in July (end of year assessment).
- The progress of pupils with SEND will be monitored by the SENCO.

Equal opportunities

- All pupils will have equal access to the music curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.
- Thorpe Hesley Primary School aims to provide more able pupils with the opportunity to extend their musical thinking through extension activities such as listening to and interpreting extended pieces of music, and research of a musical nature.

The Role of the Co-ordinator

The Music leader will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring planning across school;
- Conducting discussions with pupils;
- Conducting learning walks to observe the coverage of music;
- Providing guidance to colleagues
- Assisting with maintaining and replenishing resources that are required (within the budget);
- Assisting staff to implement assessment through school;
- Ensuring that the schemes of work allow for progression across school;

- Keeping up to date with change or new initiatives that would support the development of music at Thorpe Hesley Primary School.

Impact

At Thorpe Hesley Primary School, music is fun. It will be used to promote excellence and enjoyment. It will have a strong presence in the ethos of the school through assemblies, performances and productions; and through the development of our school choir.

Subject Leader

C.Caborn

Date: October 2024

Review: October 2026