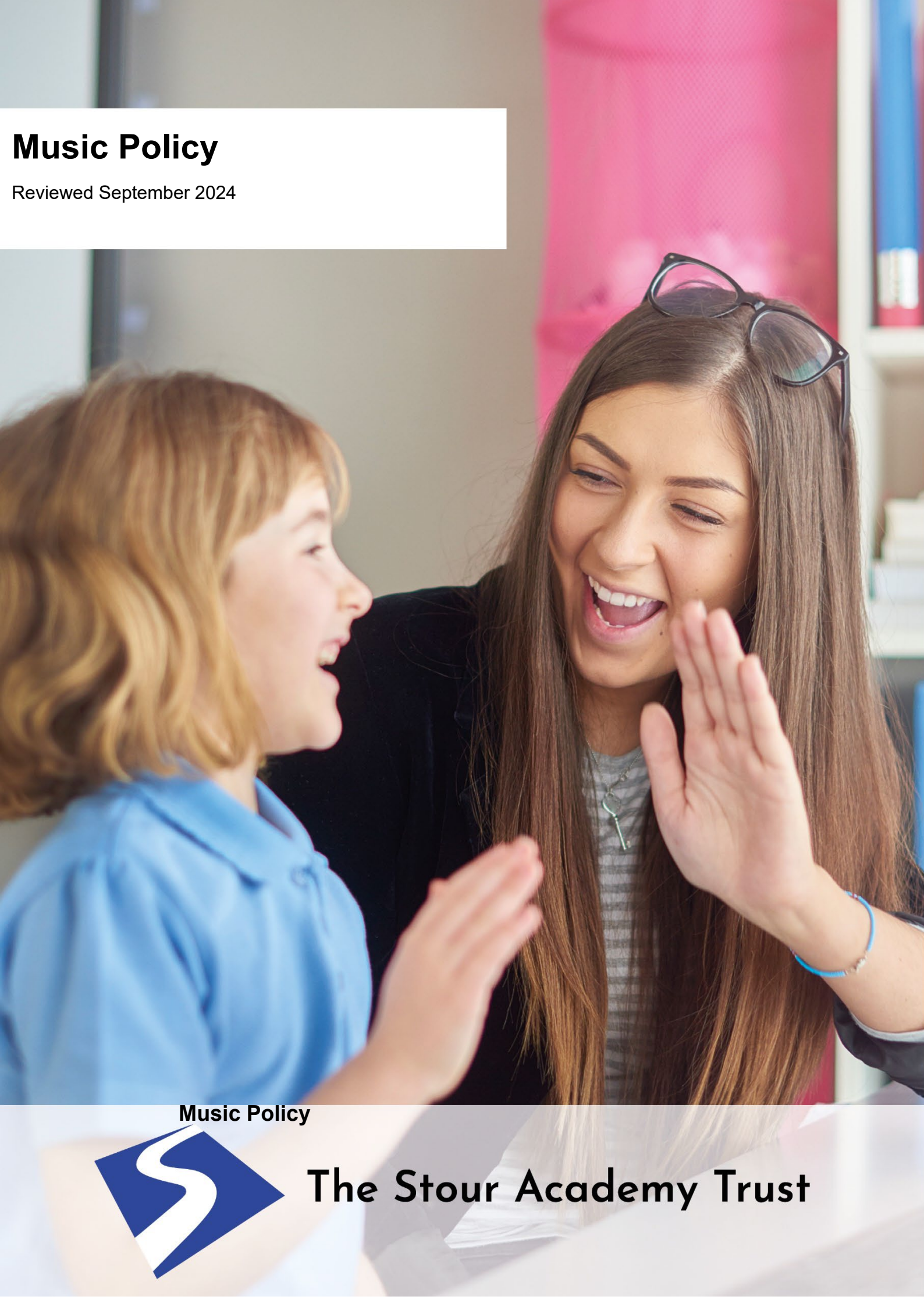




Music Policy

Reviewed September 2024

Music Policy



The Stour Academy Trust

Music Policy

Our definition for Foundation and KS1 – Music is a collection of sounds that have been arranged in a pleasing or meaningful way.

Our definition for KS2 – Music is sound that has been organized by using rhythm, melody or harmony.

Purpose

“The true beauty of music is that it connects people”.

(Roy Ayres – American jazz, Soul and Funk composer)

Intent

Music flows through the fabric of our lives and our school, compelling us to move, feel and think in ways other mediums do not. It speaks to all when words can fail. Our music curriculum inspires pupils to develop a love of music and discover their talent as musicians. It is adapted from Music Express, building a foundation of listening, singing, movement and playful exploration and manipulation of sounds. At the heart of it, is exploration and composition, as it's here where creativity and collaboration flourish, with children taking ownership and leading the music making process for a range of purposes and audiences. It is planned in a sequence where knowledge of pitch, duration, dynamics, tempo, timbre, texture, structure and notation are built upon across the school, leading to confident music makers. Musical events are embraced so children can experience music beyond their classroom and hone their performance skills, taking part in music workshops, performing to the wider community or in live concerts such as Young Voices at the O2 in London. The sheer joy of music making can feed the soul of our school community, enriching each child and adult, further nourishing their social, cultural, emotional and spiritual growth.

Subject End Points

1. **Sing:** Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
2. **Listen:** Listen with attention, detail and with increasing aural memory, evaluating and appreciating a wide range of high-quality music made by themselves and from a diversity of traditions, times and people.



3. **Composition:** Create music for a range of purposes and audiences, exploring, organising and manipulating interrelated dimensions of music, embracing a collaborative and creative process
4. **Instrumental Performance:** Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.

The Model Music Curriculum 2021 (MMC)

A new Model music curriculum was introduced in March 2021. The aim of the MMC is to ensure a universal provision of music education, for all pupils in all schools. In time and resources, this provision is as follows:

- At Key Stages 1 and 2, pupils should receive a minimum of 45 minutes of teaching a week; this may take the form of short sessions spread across the week.
- In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. The mandatory term will be supported by teachers from the local Music Education Hub. Opportunities for development should continue beyond the mandatory term.
- There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.

The National Plan for Music Education 2023 (NPME) The National Plan for Music outlines the Government's vision for music education and how this can be achieved through partnerships with schools, music hubs, the music and creative sector, and others. The Key Features of High-Quality Provision (as outlined in the National Plan for Music Education 2022) are as follows:

1. Curriculum music is timetabled for at least one hour each week of the school year.
2. Access to lessons across a range of instruments and voice is provided.
3. A school choir and/or vocal ensemble is developed.
4. A school ensemble/band/group is developed.
5. A space for rehearsals and individual practice is provided.
6. Pupils have opportunities to perform at school termly.



7. Pupils are given the opportunity to enjoy live performance at least once a year.

Implementation

Music Express provides access to a comprehensive, engaging and ambitious digital whole-school scheme for teaching curriculum music. It has everything needed to teach a coherently planned music curriculum from Reception to Key Stage 2, from fully resourced lessons and planning documents to warm-ups, skill builders and songs.

It also provides access to over 400 songs, with audio tracks and synchronised lyrics displayed to support singing and engagement.

It also supports schools in meeting the aims of the 2019 Ofsted Framework with skills progression and curriculum mapping documentation.

Musical events are embraced so children can experience music beyond their classroom and hone their performance skills, taking part in music workshops, performing to the wider community or in live concerts such as Young Voices at the O2 in London.

The music curriculum ensures children sing, listen, play, perform and evaluate. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn key aspects of music through cross-curricular links. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

This is embedded in the classroom through the structured music program-Music Express as well as the weekly singing assemblies (15 minutes per week) and daily singing.

To enhance music provision, we purchased Musician of the Month fits perfectly alongside our music scheme and is aimed at creating a culture of musical appreciation and understanding within school.

It focuses on a wide range of high-quality live and recorded music, carefully drawn from different traditions, composers and musicians. The resources have diversity and cultural capital at its heart and cover classical composers, traditions and popular artists from every continent but have also woven the 9 protected characteristics of the Equality Act, 2010 in the list of studied musicians.



		KS1 National Curriculum Requirements. Pupils should be taught to:			
Unit	Musical Focus	Use their voices expressively and creatively for 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
Unit 1: Ourselves	Exploring Sounds	✓			✓
Unit 2: Toys	Beat				✓
Unit 3: Our land	Exploring Sounds			✓	✓
Unit 4: Our bodies	Beat	✓	✓		
Unit 5: Animals	Pitch		✓		✓
Unit 6: Number	Beat		✓		✓
Unit 7: Storytime	Exploring Sounds	✓			
Unit 8: Seasons	Pitch	✓	✓		✓
Unit 9: Weather	Exploring Sounds	✓		✓	
Unit 10: Pattern	Beat				✓
Unit 11: Water	Pitch	✓	✓		
Unit 12: Travel	Performance		✓	✓	✓

SINGING

Year 5 Curriculum Map

Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS2 National Curriculum Requirements: Pupils should be taught to:								
Unit	Musical Focus	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments	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	
Unit 1: Our Community	Performance	✓	✓			✓	✓	✓
Unit 2: Solar system	Listening	✓				✓	✓	✓
Unit 3: Life cycles	Structure	✓		✓	✓	✓	✓	✓
Unit 4: Keeping healthy	Beat	✓			✓	✓	✓	✓
Unit 5: At the movies	Composition	✓	✓	✓	✓	✓	✓	✓
Unit 6: Celebration	Performance	✓	✓			✓	✓	✓

MUSIC EXPRESS Year 4 Curriculum Map

Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS2 National Curriculum Requirements. Pupils should be taught to:

Unit	Musical Focus	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
Unit 1: Poetry	Performance	✓	✓	✓			
Unit 2: Environment	Composition					✓	
Unit 3: Sounds	Exploring Sounds	✓		✓			✓
Unit 4: Recycling	Structure	✓	✓	✓		✓	
Unit 5: Building	Beat	✓	✓			✓	
Unit 6: Around the	Pitch	✓			✓	✓	
Unit 7: Ancient worlds	Structure			✓	✓		✓
Unit 8: Singing Spanish	Pitch	✓	✓				
Unit 9: Communication	Composition		✓	✓			
Unit 10: Time	Beat	✓	✓	✓	✓		✓
Unit 11: In the past	Notation	✓	✓		✓		✓
Unit 12: Food and drink	Performance		✓			✓	

MUSIC EXPRESS Year 6 Curriculum Map

Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS2 National Curriculum Requirements. Pupils should be taught to:

Unit	Musical Focus	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
Unit 1: World unite	Step dance performance	✓	✓		✓		
Unit 2: Journeys	Song cycle performance	✓				✓	✓
Unit 3: Growth	Street dance performance	✓		✓	✓	✓	✓
Unit 4: Roots	Mini musical performance	✓	✓			✓	
Unit 5: Class awards	Awards show performance	✓	✓	✓			✓
Unit 6: Moving on	Leavers' assembly performance	✓		✓	✓		

Impact

We assess the children using the Music Express Criteria.

The units within Music Express enable all children to have accurate assessments against progression of skills and specific criteria.

See example

Ourselfs
Exploring Sounds

Music Express Age 5-6
ASSESSMENT SHEET

MUSIC EXPRESS

IN THIS UNIT, CHILDREN WILL BE:		
1. Creating and responding to vocal sounds (Lessons 1 and 2) 2. Exploring how to change sounds (Lesson 2) 3. Creating and placing vocal and body percussion sounds (Lesson 3) 4. Exploring descriptive sounds (Lesson 3)		
WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)
KEY NATIONAL CURRICULUM AREAS COVERED • Pupils learn to use their voices • Pupils learn to sing • Pupils explore pitch, dynamics, and structure • Pupils create music on their own and with others		

Roles and Responsibilities

Subject Leader



The Music subject leader monitors the way their subject is taught throughout the school by:

- Work scrutiny
- Learning walks
- Pupil voice
- Lesson observations
- Teacher interviews

The music subject leader has the responsibility for monitoring the way in which resources are stored and managed. Resource recommendations are made in conjunction with the headteacher.

Teaching/non-teaching staff

All staff will ensure that the school curriculum (Music Express) is implemented in accordance with this policy.

Staff will ensure they are using the correct vocabulary for their year group. They will be confident with their subject knowledge and are aware of the expectations for key endpoints of the previous and next year groups and also the end of key stage.

Inclusion

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report:

- The school's music curriculum, lessons and materials will support equality of opportunity and an inclusive attitude to all learners. We will ensure that children are provided with a broad and balanced curriculum.
- All pupils will have equal opportunity to reach their full potential across the music curriculum regardless of their race, gender, cultural background or ability
- We will ensure our Bottom 20% readers are able to fully access all aspects of the music curriculum through adapting of resources, additional adult support and other means of quality first teaching support.

