



**West Park
Church of England
Primary School**

Curriculum Policy for Music

‘Let your light shine’ Matthew 5

Date of approval	July 2024
Date of next review	Summer 2025
Approved by	Full Governing Body

West Park CE Primary School – Subject Policy 2024-2025

The Team – 2024-2025

Subject leader(s) - Mike Jacot

Governor – Helen Kitson

Line Managers of Subject Leaders- Sophie Gumbrill and Caitriona Bull

The Importance of Music at West Park

West Park CE Primary School provides opportunities to encourage and challenge all pupils to ‘shine’ through our inclusive Music curriculum, which is inspired by shared Christian beliefs, values and practises in our school family.

Our Aims are:

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

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 talent 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 to the best in the musical canon.

Aims

The national curriculum for music 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.

Intention

We believe Music is a unique way of communicating that can inspire and motivate children at West Park. It is a way for personal expression and can play an essential part in people's personal development. Music reflects our schools' wide and diverse culture and society we live in, and so the teaching and learning of Music enables children to understand better the world they live in. It is integral in helping children feel part of a community. We do this through involvement at events such as Year 2 Summer Sing, local church events and performances at school involving the wider community. West Park provides opportunities for all children to compose, play, perform and enjoy Music from

around the world, develop the skills, appreciate a wide variety of musical forms, and begin to judge the quality of Music.

Key stage 1

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.

Key Stage 2

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.

For a detailed year group curriculum overview, please read our [Music Knowledge and Skills Progression](#)

Implementation- What teaching activities are planned in Music at West Park CE Primary?

Learning is carefully structured and planned in units of work to enable the children to link their previous and new knowledge and skills and to stick this learning together into rich and robust knowledge so the pupils can apply what they know with increasing fluency and independence. Our Music units of work are evaluated and updated as new texts, resources and inspirational events take place. This ensures our curriculum is relevant and robust as well as inspiring and rich. **Link to unit plans on website:**

Curriculum overview- Outlines are written and shared with parents each half-term. These are used to inform parents about what will be taught, what children will be able to do and remember after the unit of work and share key vocabulary and resources to support with learning at home. For the current curriculum for each year groups follow this link: [Curriculum Outlines](#)

Differentiation and Adaptation –to the curriculum and learning environment

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to all pupils including those pupils who have SEND. All children, regardless of need, learn alongside their peers wherever possible, apart from short focused interventions to meet their particular SEND need/s.

Adaptation is ‘any adjustment in the environment... or materials for learning’ which enables pupils to access and participate in learning. Darrow (2008)

We make the following adaptations to ensure our curriculum is ambitious and meets the needs of all pupils:

1. Adapting learning approaches to provide suitable learning challenges

2. Differentiating and adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, additional adult support, teaching style, content of the lesson, resources etc.
3. Arranging physical spaces for accessibility for all pupils
4. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
5. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, shorter pieces of text
6. Providing resources and equipment that are accessible and usable by all pupils
7. Making reasonable adjustments to practices and policies

Differentiation is defined as ‘tailoring teaching to attend to specific pupil’s needs and the way they learn’ Van Tassel-Baska (2012)

Differentiation at West Park includes:

1. Understanding the needs of the pupils
2. Valuing and planning for diversity
3. Purposeful use of flexible grouping
4. Teaching up- aiming high and then scaffolding that helps all pupils reach this.

Enrichment

By carefully planning trips and specialist visitors, we enhance our curriculum offer, bringing our learning to life. A current overview of this for this year is:

	Autumn	Spring	Summer
EYFS			Performance to parents - Nursery Rhymes
Year 1			Performance to parents - Exploring sound and creating story
Year 2		Learning to play Ukuleles	Performance to parents - Ukuleles
Year 3	Whole Class Brass Lessons Taught by Joy White	Whole Class Brass Lesson Taught by Joy White	Performance to parents – Brass
Year 4	Visit to see Worthing Symphony Orchestra	Learning to play the Ukuleles	Performance to parents - Ukuleles
Year 5	Performance to Parents Samba Drumming		
Year 6			Performance to parents – Musical show

Staff Development

Every subject leader has strategic leadership time each half term to support their monitoring and leadership. They also lead staff training for teaching staff each year. Some subject leaders also lead Maximising Impact of teaching assistants for all support staff to ensure curriculum provision and expertise is consistent across our school.

Whole school staff development opportunities built into the Music Action Plan, utilising

Community- How do we share our learning with our community?

- We share our Musical learning by inviting parents into school throughout the year in events such as:
- Class musical performances and year group music learning- see table above.
- Christmas ‘Carols Around the Tree’
- Summer Fayre
- Y6 Summer Musical

- Christingle, Easter and Summer Whole School Worship
- Performance events with other schools including 'Big Sing' and choirs at Arundel Cathedral

Musical Clubs and Activities available at West Park

There are a wide range of clubs open to children across the school. Clubs that have been provided include:

- Key Stage 2 Choir and Key Stage 1 Singers
- Musical Theatre
- Glee Club
- Samba Band
- Musical Instrument Making Club
- EYFS Music Making club
- ICT Music Makers club

There are many opportunities for children to perform including:

Impact- What will the children at West Park remember and be able to do after their learning?

Assessment

Attainment targets: 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. Please refer to the [Music National Curriculum](#) for the specific content objectives.

- 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. (See National Curriculum)

End of unit assessments

Statutory Assessments if relevant to subject

Formative On-going Assessments by class teachers includes feedback and discussion with the child. Progress is recorded using programmes of study grids/Insight. Samples of work are moderated against expectations and are stored and shared as examples and to demonstrate progress.

Data

All teachers are responsible for keeping accurate records of attainment and progress made in line with the school policy on recording data (on curriculum grids). See assessment policy.

Marking

Work should be marked regularly in line with the school policy for marking. Verbal feedback is the most effective form of feedback for moving learning on but written feedback and modelling can also be effective. 'Green Pen Marking' is to be encouraged at all times so that children are being supported and moving children on during the lesson rather than retrospective marking which has less impact.

Display

See school policy for displays. We aim to inspire and challenge the children, supporting their learning through a working wall combined with celebrating achievement.

Equal Opportunities

Music plays an important part in the life of our school. It must be available and accessible to every pupil. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all pupils, matched to their knowledge, understanding and previous experience.

Pupils should have equal opportunities to develop their understanding and enjoyment of Music
Pupils should be taught about diverse focus figures (artists, sports people, authors, characters etc)

Monitoring of Standards

Monitoring of Music across the whole school is completed by the Subject Leaders and shared with staff and Governors in the YILO and annual reports. Year Leaders have the responsibility of monitoring their own year group each term and reporting to the Subject Leader.

- 'Year in the life of' monitoring (YILO).
- Lesson observations/drop-ins
- Work scrutiny/book looks
- Pupil voice meetings
- Termly assessment data tracking (tracking grids/progression grids/pupil progress records)
- Assessment data from summative assessments.

Links to other policies:

- Assessment policy
- Curriculum policy
- Display policy
- Homework policy
- Inclusion policy
- Marking and feedback policy
- Equalities Statement

Policy reviewed on 8th May 2024 by Mike Jacot - Subject Lead