



# Ordsall Primary School Music Policy

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Reviewed by: Subject Leader

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Play, Learn and Grow... Together!

## **OUR INTENT, VISION AND ETHOS**

At the heart of our learning at Ordsall Primary School is the ancient proverb I **hear** things, and I **forget** them. I **see** things, and I **remember** them. I **do** things, and I **understand** them.

This ancient proverb is demonstrated no more clearly than in the words that define our school - **Play, Learn and Grow Together**. It is our aim that, by focussing on each key part, **all** learners at Ordsall Primary will achieve their full potential and many will achieve beyond what is expected through:

### **By Playing Together they will....**

Develop curiosity of mind and spirit

Create, explore and discover

Adapt and cooperate

Learn, practice and master skills AND

**Achieve and Aspire to be the “best that they can be”**

### **By Learning Together they will.....**

Experience wider opportunities beyond the school

Develop essential skills, knowledge and understanding

Build character, resilience, confidence and independence

Communicate and collaborate as part of a team

Apply learning across a broad, balanced, rich and exciting curriculum AND

**Achieve and Aspire to be the “best that they can be”**

### **By Growing Together they will.....**

Know that we all have the same rights and needs

Develop integrity and an understanding of what is right and wrong

Develop tolerance and acceptance of **people's individual characteristics**

Inspire others and celebrate every achievement

Work together, in partnership, as a wider community of learners AND

**Achieve and Aspire to be the “best that they can be”**

### **In addition we strive to develop and uphold the Fundamental British Values of:**

- Democracy
- Rule of Law
- Individual Liberty and tolerance of those of different faiths
- Developing personal and social responsibility
- Respect for British Institutions

### **Safeguarding Statement**

At Ordsall Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Ordsall Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Music at Ordsall promotes **play** throughout school as pupils practically explore the different elements of music. Pupils are given the opportunity to **learn** and practise new musical skills and in turn **grow** in confidence, motivating **all pupils** to be the **best they can be**. We celebrate music **together** creating **memorable** experiences for all of our pupils. For example, our annual music day allows pupils to experience a range of ways of making music and our performances to parents/carers give pupils **purpose** and **meaning** to their learning.

At Ordsall Primary School we strongly believe that music helps to develop a pupil's creativity, imagination, listening skills, confidence and ability to express thoughts and feelings. We aim to develop the abilities of all children in our school to take part in practical activities, both individually and in groups encouraging an enjoyment of different genres of music. This approach ensures children at Ordsall have first-hand practical experiences at the heart of their learning, providing memorable learning experiences to foster deep understanding. Music at Ordsall provides the opportunity for children to learn through exploration and develop their confidence. The music curriculum provided at our school provides breadth and balance, is relevant and engaging and in accordance with the National Curriculum.

### Aims

- Establish an awareness and appreciation of organised sound patterns
- Develop instrumental and vocal skills
- Have a sensitive, analytical and critical response to music
- Develop an awareness and understanding of musical traditions, styles and cultures from other times and places
- Foster an enjoyment for all aspects of music
- Develop and explore their musical skills at their own pace
- Develop transferable skills through music such as listening skills and evaluation skills

### Objectives

In order for us to achieve the above aims it is necessary to:

- Ensure that pupils develop and practice the main musical skills and concepts in a progressive way
- Develop pupils' ability to perform and compose with understanding
- Use practical work to enhance understanding
- Allow pupils to experience a wide range of music in order for them to develop their listening and evaluation skills
- Develop knowledge of musical history

### Curriculum Development and Organisation

Music is taught as part of expressive arts and design in reception. In Years 1- 6 music is taught within a contextualised curriculum following the objectives from the progression map for music. These objectives outlined on the progression map break down national curriculum objectives for each year group and outline the key vocabulary in each strand. Each year group accesses music taught by a specialist within school for one half term across the academic year. Music is taught

every term, this is the responsibility of class teachers to sequence and organise. In order to support the music curriculum singing occurs on a weekly basis provided by the music specialist. Extra-curricular activities are available in school to allow pupils to further their interest in music such as musical instrument lessons.

**Our Vision**

**Teaching and Learning**

The teaching of music plays a key role in providing a broad and balanced curriculum for all our pupils at Ordsall Primary School. At our school we believe developing a musical interest can foster many transferable life skills. Music builds confidence, helps children live happier, more enriched lives, and discover the joy of expressing themselves. Through music pupils can develop listening, performance and evaluation skills as well as developing the skills required for effective learning such as perseverance and commitment. Music offers pupils the opportunity to explore their learning, make mistakes in a safe environment and build confidence.

The addition of a musical specialist to our team ensures that pupils receive quality first teaching in relation to the technical knowledge and skills outlined in the National Curriculum. Music teaching at Ordsall Primary School consists of these key elements:

- **History** – learning about music in different times, places and cultures and exploring music from great composers and musicians throughout history
- **Evaluation** – listening and responding to music from different composers or musicians and evaluating one’s own and other’s musical performances
- **Composition** – allowing pupils time to practically explore different instruments and their voices to develop and compose music
- **Performance** – giving pupil’s the opportunity to perform to a range of audiences such as peers, parents and staff

**British Values in the curriculum**

We look to teach our British Values throughout our music curriculum and make links wherever possible. Below is a table which outlines how British Values are taught in the music curriculum.

British Value	How is it taught?
Democracy	Within music lessons pupils have the opportunity to express their opinions and these are respected by others. Pupils express their preferences towards different styles and genres of music and understand that their peers may have different views to their own.
Rule of Law	Within music lessons pupils follow the school code of conduct for example when using instruments they must ensure they look after and respect school property by handling them with care. Pupils are also reminded to follow rules related to listening and turn taking during listen and respond activities.

Tolerance of religions and beliefs	In music, our pupils listen to and learn about music from a range of different cultures and religions. They are taught to compare similarities and differences between music in a variety of times and cultures and to reflect on and celebrate differences between themselves and others.
Mutual Respect	In music lessons our pupils are encouraged to respect everyone's abilities and performances and give feedback to others sensitively. Pupils are also encouraged to respect one and other's thoughts and feelings in order to develop a culture of mutual respect where pupils are not afraid to make mistakes.
Individual Liberty	The music curriculum of Ordsall provides many opportunities for pupils to express themselves freely in composition and performance. Pupils are given the choice to pursue their interests in music through learning to play an instrument or being part of a choir.

### **Cultural Capital**

At Ordsall Primary School we recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. In music we seek to develop their Cultural Capital through:

Area	Example
Personal Capital	Music lessons at Ordsall offer first-hand practical experiences for all pupils. Pupils are encouraged to explore their learning, make mistakes and build confidence to develop as independent thinkers, which links closely to the schools approach to the teaching of metacognition.
Social Capital	Collaborating with their peers through musical practise and performance helps pupils to develop their social skills and communication skills. Skills which they can apply to many other situations.
Physical Capital	Within music lessons and one to one tuition pupils learn to play a range of instruments that require learning a level of physical skill e.g playing the guitar or keyboard.
Spiritual Capital	Within the music curriculum pupils learn about spiritual expression through music and are exposed to music from a range of religions and faiths. Pupils are also given opportunities to perform at celebrations within the local community such as the local church at times like Harvest, Christmas and Easter.
Moral Capital	Links are made to the Religious Education curriculum through music when learning about music from different faiths and religions. Children are also given opportunities to contribute to local events such as performing at the church Christmas fayre.
Cultural Capital	Within music lessons and assemblies pupils listen and respond to music from a range of cultures. For example: Motown music,

	Native American music, Greek music, Traditional South American music and English folk music.
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## **Planning**

In every year group planning is used to set clear and achievable goals, ensure work is matched to pupils' abilities, ensure progression, continuity and subject coverage based on the National Curriculum. The subject coverage for each year group can be seen in their contextualised curriculum plans, the progression map for music and the long term plan. This long term plan includes key milestones for each year group to ensure music is taught progressively. Further to this the progression map for music outlines key skills and vocabulary taught in each year group to ensure a progressive and sequential journey through school.

Music at Ordsall Primary is inclusive for all pupils through careful planning. Planned activities such as Makaton singing and whole school music day ensure all children are given the opportunity to foster a love of music.

Each year group is required to teach music within at least three half terms across the year. This ensures that there is good coverage throughout the year. Across the school music is taught within a contextualised curriculum.

Children are expected by teachers to apply their music skills across the curriculum and are provided with many opportunities to further these skills through performances and extra-curricular activities such as musical instrument lessons.

## **Recording**

Learning is recorded in a variety of ways including video/audio recording, photographic, as well as written work and reflections all of which is collated and evidenced in pupil's topic, English or science books/folders. Outcomes are not expected to be marked but verbal feedback is given to pupils during tasks. Evidence of music taught by the specialist music teacher and other practical music activities in school will be collected as photographs and evidenced on social media or by the subject leader in their subject co-ordinator file.

## **Assessment**

Music is assessed both formatively and summatively. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and intended outcome for that sequence of lessons. These are conducted informally by the class teacher and are used to inform future planning.

Summative assessments are made at the end of each unit by the class teacher based on progress and attainment. These termly assessments will then inform the summative assessment (see appendix 2). The assessment rates a child according to their development within their year group and colour codes the children's attainment against ARE – **working below**, **working towards**, **working at**, **working beyond**. Percentages are calculated for all pupils, boys, girls, pupil premium children and not pupil premium. Where there are a number of strands within an area, a best fit judgement is made. Class teachers are expected to complete their summative assessment by the end of the academic year. This assessment document can also be used by teachers throughout the year to ensure coverage and identify any gaps in

learning. The objectives outlined on the assessment grids match the milestones on the long term plan so each year group has a specific set of objectives to work towards and assess against that ensures progressive coverage. This assessment information will then be submitted to the music coordinator at the end of the academic year in order to monitor and track attainment for music across the school and identify possible support. Some of these objectives from the summative assessment will also be used to report on a pupil's attainment in music in their record of achievement at the end of each academic year. A glossary of terms in relation to music has been provided for teaching staff to ensure assessments are accurate and consistent across school (see Appendix 1).

### **The role of the class teacher**

All class teachers will ensure that:

- Music is taught following the objectives outlined in the National Curriculum
- Objectives from the progression map are covered
- Music is taught within a contextualised curriculum
- Each sequence of lessons planned in music provides the opportunity for practical first-hand experiences
- Pupils experience and learn about a range of instruments
- Evidence of pupils' work in music is kept in topic, English or science books/folders
- All music work in pupil's book has a clear link to the objectives outlined on the progression map for the appropriate year group
- Within reception children's musical knowledge and skills are developed through the early learning goal - expressive arts and design
- The summative assessment grid is updated annually and submitted to the music coordinator at the end of the academic year (see appendix 2)

### **Monitoring – the role of the music coordinator**

It is the responsibility of the designated subject leader for music to ensure that the music policy is being adhered to in school. The music co-ordinator will:

- Look at the contextualised curriculum plans for each year group to ensure there is sufficient subject coverage in music
- Use evidence from Nursery to Year 6 to identify and show progression using vocabulary/knowledge progression grids
- Monitor pupil work regularly to check teaching matches intended learning. Books will be checked alongside long-term milestones and vocabulary/knowledge progression grids
- Conduct lesson drop ins to identify teacher subject knowledge, child engagement
- Complete regular timetable checks will be carried out and triangulated with the contextualised curriculum plans
- Conduct audits of social media to show promotion of music
- Collect evidence of the learning environment in school linked to music to show use of vocabulary and promotion of the subject
- Conduct a resources audit annually to ensure the appropriate resources are available for practical activities and performances

- Communicate with staff and provide CPD opportunities to staff to develop their ability and confidence in teaching music

## Appendix 1

### Music Glossary

**Beat**- the main rhythmic pattern of a piece of music.

**Chord**- the simultaneous sounding between two or more notes.

**Composition**- a piece of music.

**Duration**- the length of a sound.

**Dynamics**- the levels of sound, loud or soft, in a piece of music (volume).

**Harmony** - when several notes or chords come together to create a certain sound.

**Melody**- a sequence of single notes (another word for tune).

**Notation**- writing down music e.g. crochet, quavers, minim, semibreve.

**Pentatonic scale**- scale with 5 notes.

**Pitch**- how high or low a sound is.

**Pulse**- the beat in a piece of music.

**Rhythm**- combinations of long and short sounds that convey movement.

**Rounds**- a minimum of three voices sing the same melody, but with each voice beginning at different times, but still fitting harmoniously together.

**Solo**- played by a single musical instrument or voice.

**Structure**- how a piece of music is organised- this is usually in different sections identified by keys, melodies, lyrics or chord sequences.

**Tempo**- the speed of music.

**Texture**- the layers of sound in a musical work and the relationship between them.

**Timbre**- the tone or unique quality of a sound. If you play the same note on a piano and on a guitar, each note will have its own timbre.

**Two-part song**- a song with two parts- allowing two groups to sing a part each and harmonise.

