

Music Policy

Leasingham St. Andrew's Church of
England Primary School

'Everything you do, do in love'



Reviewed and updated: February 2025

Next review: February 2028

1). Rationale and Principles

‘Music is a cornerstone of the broad and balanced curriculum that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us.’

(A National Plan for Music Education, June 2022)

“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.”

(National Curriculum in England)

Music is a unique way of communicating and has the power to inspire and motivate. At Leasingham St. Andrew’s Church of England Primary School we believe that every child should have the opportunity to experience high-quality music provision.

The central purpose of a good music education is for pupils to make more music, think more musically and subsequently develop greater musicality; a set of ‘inner skills’ which let you freely and confidently express yourself in music. We want children to be able to express themselves using music in a variety of different ways and hope that our pupils will access music for social, emotional, and personal enjoyment.

The teaching of music at The Leasingham St. Andrew’s Church of England Primary School will develop the individual and provide opportunities to impact upon the on the wider community.

This policy aims to outline the purpose, nature and management of the music taught in our school.

Through the teaching of music, we aim to reflect and live-out the vision of Leasingham St. Andrew's Church of England Primary School.

'Everything you do, do in love'

At St Andrew's, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.

John 13:34 'Love one another, as I have loved you'

We aim to demonstrate the following 'golden threads' through the subject of music.

- High aspirations permeate across the school.
- The school offers a host of cultural experiences and enrichment opportunities.
- Our children develop a love of life-long reading.
- British Values are an intrinsic part of the school.

2). Intent

At Leasingham St. Andrew's Church of England Primary School we want to give children an education of the highest standards; we aim for excellence in all our school activities and encourage all children, whatever their ability, to achieve the best they possibly can.

Our intention is to provide each child with opportunities to build upon their natural responses to music; to participate in active music-making both through playing and singing, in groups and individually. Our objective is for children to develop a curiosity, respect and understanding of music listening, singing, playing, evaluating, and composing. We are committed to ensuring pupils understand the value and importance of music in the wider community and to establish personal foundations whereby music may become a recreation or career for later life.

3). Implementation

In order to implement this, we will use Sing Up Music, a clear and comprehensive scheme of work which is in line with the National Curriculum and the Model Music Curriculum 2021.

Teaching and learning will show progression across all Key Stages within the inter-related dimensions of music.

As part of this progression, all children should be performing as part of a whole class, or small group, to perform live music at least once a year. In Year 1, the Infant Music Programme (IMP) will be delivered by a specialist teacher from the Lincolnshire Music Service. In Year 4, whole class ensemble teaching (WCET) will also be delivered by a specialist teacher from the Lincolnshire Music Service.

Alongside this, peripatetic music teachers come into school and teach individual instruments to those children who wish to learn them. These pupils are predominantly in Key Stage 2, but this is also available to other year groups.

In line with the curriculum for music and guidance from Ofsted, the Sing Up Music scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory, and child-led approach to musical learning.

Ofsted have stated that 'We will not always know the learning outcomes' so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses.

The extra-curricular choir club allows the children attending to sing to a range of audiences and build upon songs that they have learnt through their music lessons, as well as widening their song repertoire through other songs and experiences.

Sing Up Music Curriculum Organisation

Key Stage 1: KS1 units are organised into 6- and 3-lesson blocks, with the equivalent of 12 weeks teaching each term. The units are based on 40-minute lessons. The first unit in the Autumn for Years 1 and 2 includes a progression snapshot activity that is returned to in the Spring and Summer terms to help teachers track and evidence progress.

Key Stage 2: KS2 units are organised into 6- and 3-lesson blocks, with the equivalent of 12 weeks teaching each term. The units are based on 50-minute lessons. The first unit in the Autumn for all KS2 year groups includes a progression snapshot activity that is returned to in the Spring and Summer terms to help teachers track and evidence progress.

In addition to the programme for KS1 and KS2, optional units are provided where children show particular aptitude and work through the programme more quickly than anticipated. Each optional unit is 6 lessons long and represents half a term's work. They can be used in addition to any of the units or can be swapped for another of the 6-week units. The Music Lead will do a comparison of musical learning statements if teachers plan to swap them.

Incorporating Whole Class Instrumental Teaching

Sing Up Music contains a termly scheme of work based on 12, 50-minute lessons for:

- Classroom percussion (Play Percussion) in Years 2-6
- Ukelele (Play Ukelele) in Years 3-6.

At Leasingham St. Andrew's Church of England Primary School we have chosen to use 'Play Percussion'. Glockenspiels will be the main instrument used to perform on, allowing the children to progress in their composition, improvisation, and performance skills.

The focus of Sing Up Music instrumental units is on:

- The enjoyment of playing in a group;
- The ability to learn music by ear;
- Developing ensemble playing skills, for instance, listening to your own part and that of others, maintaining a part within a group, learning how to practice and rehearse, developing musical memory, keeping your place in the music, performing for an audience;
- Developing instrumental skills – learning specific techniques appropriate to that instrument;
- Developing musical understanding – for instance, following the musical structure, recognising when chords change, the genre or style of the music, and the features of the music;

- Developing skills in using music notation such as reading chords, recognising rhythms, and notes.

4). Impact

At Leasingham St. Andrew's Church of England Primary School, music is fun and allows children to flourish. It will be used to promote excellence and enjoyment. It will have a strong presence in the ethos of the school through Collective Worship, performances, and productions, and the development of our school choir. Children will be able to articulate their learning journey, discussing a wide range of musicians and styles and use the correct musical vocabulary in their discussions.

By the end of Key Stage 2, we aim for each child to have achieved age related expectations in music at the end of each cohort year. Children will retain knowledge that is pertinent to music. Children will also have the opportunity to foster their instrumental flare and use this as a form of expression.

Children will be given opportunities to participate in wider musical activities and improve their wellbeing and confidence within the subject. This will be reinforced as children gain wider audience performance experience, throughout each year. Lastly, children will have heightened awareness of musical opportunities available in and outside of school in the hope that greater participation will take place.

5). Role of the Subject Leader

At Leasingham St. Andrew's Church of England Primary School, the role of the music subject leader is to ensure that children make sufficient progress through each year group, acquiring and applying key knowledge. This will be achieved by:

- Securing high quality teaching.
- Ensuring that planning meets the requirements of the school's agreed curriculum.
- Monitoring the effective use of resources.
- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements.
- Developing assessment and record keeping, ensuring progression and continuity.

- Ensuring that colleagues are aware of expectations and supporting them in teaching the subject through the progressive and sequenced curriculum map.
- Action planning for future development.
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.
- Monitoring the effectiveness of teaching and the impact on learning and standards.
- Evaluating and summarising all aspects of the subject to define next steps for improvement.
- Keeping abreast of development in subject education and media usage.

6). Assessment

Musical learning

Each unit includes musical learning statements intended to inform teaching: they are not assessment statements. In addition, each unit contains lesson-by-lesson objectives. Musical learning statements are collated for each year group and organised by Improving/Composing, Singing/Playing, and Listening/Appraising. For the purposes of assessment, teachers should aim to become familiar with them with their class in mind. At the end of each long term (Autumn, Spring and Summer), teachers will make a judgment as to whether each child is on track for end of year expectations, as outlined in the music curriculum map. This is recorded on the school's online assessment system, Insight, using the following judgements:

- Below
- Just Below
- On Track
- Greater Depth

It is suggested that teachers should aim to informally observe 5 or 6 children each week, referring to the musical learning for their year group.

Progression

Sing Up Music provides progression snapshot lessons for each year group from Year 1 to 6. One song for each year group is introduced in week three of Term 1 and is revisited and developed in Term 2 and Term 3. These activities are built into the unit and are not additions. The progression snapshot activities will provide evidence to reinforce each class teacher's general impressions of how their children are achieving in line with their year group's musical learning statements over time.

Oftsed recommends the keeping of video evidence – videos show better evidence of progression than photos, are less time consuming and can be used to inform further teaching. Teachers should record and share videos of the progression snapshot activities with the Music Lead – one whole class video in Autumn Term 1, Spring Term 1 and Summer Term 2. The snapshot videos will give the music lead an idea of how the children are progressing as they move through the school and will present an opportunity to monitor teaching and learning. They can also be used as a springboard for pupil voice discussions. The songs that feature in the progression snapshot activities have been chosen as they will facilitate development over time.

The class teacher (with the Music Lead where possible) should review the videos and confirm whether their overall impression is correct i.e.

- Are most children achieving in line with the expectation for their age group?
- Who seems to be below expectation and needs further support?
- Who is achieving above expectation and needing further challenge?
- Have all pupils shown improvement since the last video?
- If there has not been improvement, what actions do the Music Lead and class teacher need to put in place?

For most, repetition and opportunity to practice skills will result in progress. For those children showing interest, aptitude and commitment, teachers should work with the Music Lead to ensure that there are pathways for further progression, such as the opportunity to learn to play a musical instrument and/or sing in a choir. Lincolnshire Music Hub will be able to help with establishing these opportunities for progression outside the classroom.

Spiritual, Moral, Social and Cultural Development

The spiritual development of pupils is shown by their:

- Sense of enjoyment and fascination in learning about themselves, others, and the world around them;
- Use of imagination and creativity in their learning;
- Willingness to reflect on their experiences.

The social development of pupils is shown by their:

- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic, and socio-economic groups in the local, national and global communities.

7). Music and ICT

At Leasingham St. Andrew's Church of England Primary School, ICT plays an integral part in the teaching and learning of music. Clear links to ICT are made in planning and every opportunity to explore links with ICT are used.

8). Early Years Foundation Stage (EYFS)

In Reception, music is taught as an integral part of topic work covered during the year. In the EYFS, music is about the children having the opportunities to sing a range of well-known

nursery rhymes and songs, and where appropriate, move in time to the music. The music side of the children's work is related to the Expressive Arts and Design objectives set out in the EYFS Curriculum.

Reception units have been set out into four 3-lesson units per term to give 12 units across the year. The units are based on 30-minute lessons, and some include additional advice for activities that can be offered as part of Continuous Provision.

9). Differentiation including catering for children with Special Educational Needs

At Leasingham St. Andrew's Church of England Primary School, we aim to encourage all children to reach their full potential in music through the provision of varied opportunities and responding and adapting our teaching to the children's individual needs. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school. Children with specific needs, such as those in receipt of an Educational Health Care Plan (EHCP) will work on outcomes suited to their own abilities.

10). Equal Opportunities

At Leasingham St. Andrew's Church of England Primary School, all children will be given equal access to music irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of music.

11). Resources

At Leasingham St. Andrew's Church of England Primary School, the resources needed to teach the Sing Up scheme all provided digitally. Lesson plans and PowerPoint presentations can be downloaded. All musical instruments are kept either on the trolley outside Year 6 or in the cupboard in the Computing Hub (Glockenspiels). Resources are audited regularly and reviewed through discussion with teachers.

12). Monitoring and Evaluation

To monitor and evaluate music, the subject leader:

- Supports teachers via explaining the progressive curriculum map, discussing the key concepts in physical education, co-planning, team teaching, observing and giving feedback.
- Monitors teachers' medium-term planning against the progression contained in the curriculum map.
- Reviews resource provision.
- Works co-operatively with the SENDCo
- Reviews the progress with implementing this policy in the school with the Headteacher and/or subject governor.

The school's governor monitoring programme includes monitoring of individual subjects by governors, to support and challenge the subject leaders.

13). Disability and Equality Statement

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to the Headteacher.