



## Music policy

### Music

Greenmount **intends** to develop children who:

- Can create and perform songs for an audience.
- Are confident at playing an instrument or singing.
- Appreciate and comment on a range of music styles.
- Have a genuine love of music.

Greenmount **implements** its music curriculum by:

- Exploring different playing techniques and key words.
- Building skills year on year.
- Exposing children to music from around the world.

The **impact** is that children leave Greenmount as confident, highly skilled musicians ready to continue exploring music further.

### Planning

Music is taught from Nursery through to year 6, with planning and delivery coming from a music expert at Artforms. Topics are based per half term and focus on an instrument, music style/historical music, composition and performance. Musicians at Greenmount focus on these key principles:

- I am a singer – using vocals within music.
- I am a listener – responding to music played to them.
- I am a performer – playing instruments to an audience of different sizes.
- I am a composer – choosing sounds and musical patterns to create songs.
- I am a reviewer – being reflective of their music playing to make improvements.

The music curriculum is tailored to Greenmount pupils and reviewed regularly. It makes use of a variety of programmes such as Charanga, Sparkyard and BBC Ten Pieces, without relying on one sole scheme of learning. Children's music skills are incorporated into the learning with the main emphasis being on:

- texture
- duration
- notation
- pitch
- timbre
- tempo
- dynamics
- structure

### Progression

Progression in music is measured alongside statements from Artforms and based on the national curriculum. The statements are not only split into the above planning principles and skills by phase, but also by year group. This provides a roadmap for children's learning.  
Example:

	Step 1 EYFS	Step 2 KS1	Step 3 Lower KS2	Step 4 Upper KS2
I am a listener	I can respond to music with movement, e.g. stomp, tiptoe, walk, run	I can describe music and express my feelings about the mood of music through words or <u>pictures</u> I can listen to music with increasing discernment saying what I like and dislike about the <u>piece</u>	I can listen to short extracts and respond to specific questions, <u>eg</u> about the genre, structure I can listen and comment on music from different historical periods, displaying understanding of how music has developed over <u>time</u> I can <u>recognise</u> ensembles – orchestra, choir, <u>etc</u>	I can listen to longer extracts and describe using knowledge of inter-related dimensions of <u>music</u> I can compare music of contrasting styles and genres using appropriate <u>vocabulary</u>
Year 1	I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form <u>words</u> I can sit silently with an instrument and can perform to people I don't <u>know</u> I can keep a steady pulse and play at different <u>speeds</u>			

### Implementing planning

Lessons are taught on a weekly timetable throughout the year. Each child is entitled to at least 30 minutes of music learning each week, with UKS2 receiving 45 minutes each. Children with SEN who may not access mainstream lessons are entitled to their own lesson lasting at least 20 minutes per week. Instruments are either kept in the classrooms or music store which is always accessible. The teacher may use their own laptop to facilitate lessons. Teaching assistants may be called upon to record performances as evidence and upload to the Onedrive.

### Assessing

Music is assessed to children's needs and their progression and used to tweak plans. Year 4 children are assessed against the recorder levels from Artforms and used to inform staff about children with the potential to learn other instruments in small groups/1:1, e.g. flute. Any assessment information is held by the music teacher and is available on request by the music lead.

### EYFS

#### Expressive Arts and Design

##### ELG: Creating with Materials

Children at the expected level of development 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 use of props and materials when role playing characters in narratives and stories.

##### ELG: Being Imaginative and Expressive

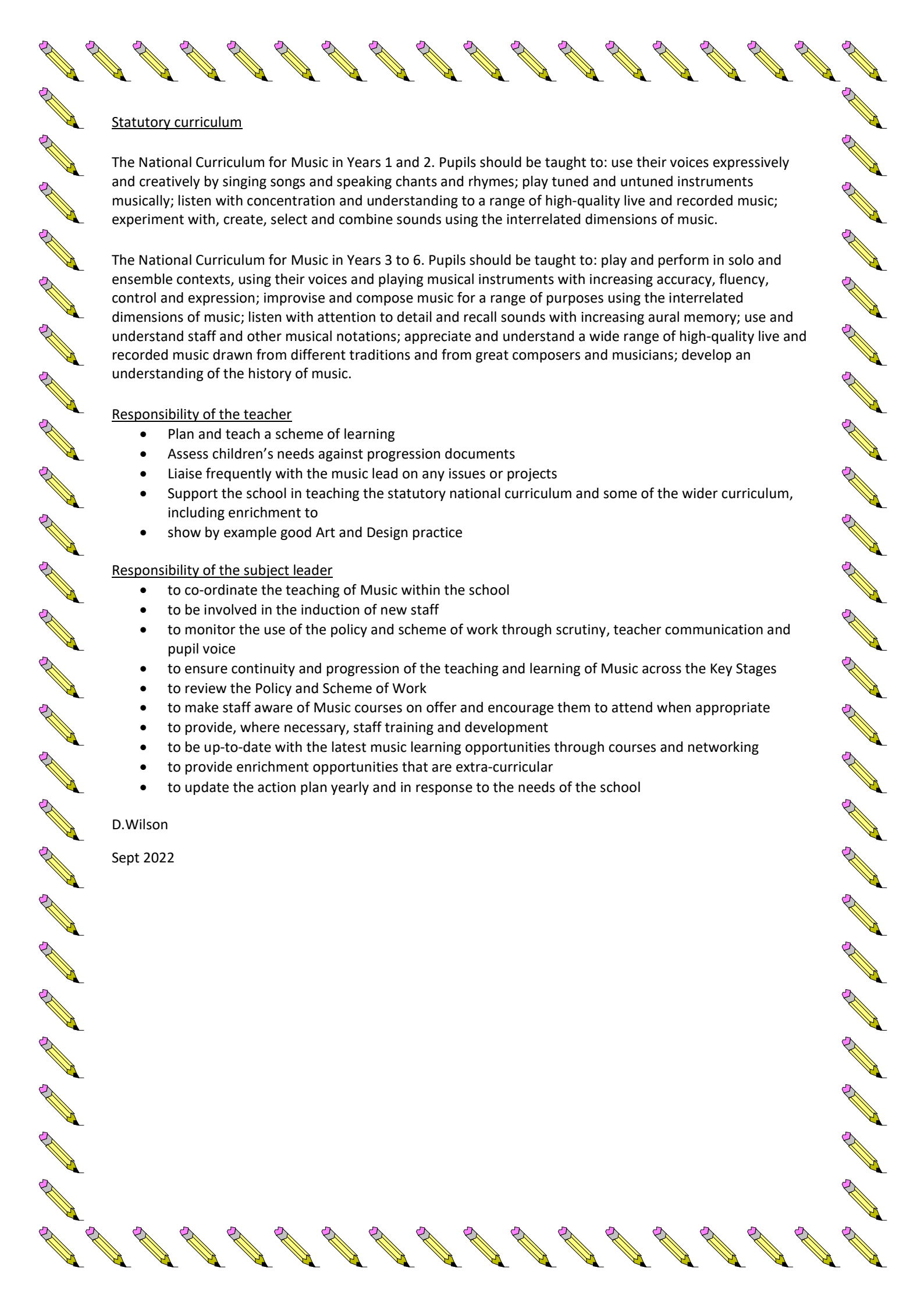
Children at the expected level of development will:

- 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.

Alongside the Artforms progression statements are the Early Learning Goals, which are assessed by EYFS teachers regularly, as music is also used throughout other parts of the curriculum such as phonics and learning about the world. Tapestry also holds records of work completed by children in EYFS which may include music performances.

Our wider curriculum is taught through the learning areas of 'Understanding the World' and 'Expressive Arts and Design'. EYFS staff have a good understanding of how Early Learning Goals (ELGs) feed into the National Curriculum subjects and colleagues throughout school are also aware of the key ELG's that link to each foundation subject. Whilst our learning is weaved across subjects; making links where possible, there are also times where discreet subject knowledge and skills are taught eg colour mixing in art. Building further on our oracy focus, children are encouraged to use subject-specific vocabulary that has been taught to them during lessons and in their play.

In Summer Term 2, the Early Years Foundation Stage Profile (EYFSP) is completed where teachers judge whether the child has met the expected standard in each of the 17 ELGs. They are assessed as either 'emerging' or 'expected' in each area. Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers have a duty to provide a narrative for both parents and the Year 1 teacher. These assessments are made known to parents through the annual end of year report.



### Statutory curriculum

The National Curriculum for Music in Years 1 and 2. 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.

The National Curriculum for Music in Years 3 to 6. 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 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.

### Responsibility of the teacher

- Plan and teach a scheme of learning
- Assess children's needs against progression documents
- Liaise frequently with the music lead on any issues or projects
- Support the school in teaching the statutory national curriculum and some of the wider curriculum, including enrichment to
- show by example good Art and Design practice

### Responsibility of the subject leader

- to co-ordinate the teaching of Music within the school
- to be involved in the induction of new staff
- to monitor the use of the policy and scheme of work through scrutiny, teacher communication and pupil voice
- to ensure continuity and progression of the teaching and learning of Music across the Key Stages
- to review the Policy and Scheme of Work
- to make staff aware of Music courses on offer and encourage them to attend when appropriate
- to provide, where necessary, staff training and development
- to be up-to-date with the latest music learning opportunities through courses and networking
- to provide enrichment opportunities that are extra-curricular
- to update the action plan yearly and in response to the needs of the school

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