

Coleshill Church of England Primary School

Inspiring our children to flourish and enjoy 'Life in
all its fullness' (John 10:10)



Music Curriculum Policy September 2020

Date adopted by Governing Body:

Reviewer:

Coleshill Church of England Primary School

OUR VISION

Our school's purpose is built upon the fundamental principle that **every child matters to God** and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide positive opportunities for all children to experience a community living out Christian values and making choices which lead to **hope, aspiration and fulfilment**.

We believe our school should be **a place where we all want to be**; a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring **children flourish** physically, mentally, emotionally and spiritually thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary school, preparing every child for their future.

OUR VALUES

HONESTY

With God's love, we are truthful so we can be trusted and grow in wisdom.

"Speak the truth in love." (Ephesians 4: 15)

We want our children to be honest with their words (telling the truth not lies), honest with themselves (have I really given my best?) and honest with their actions.

KINDNESS

With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.

"Clothe yourselves with kindness, humility, gentleness and patience." (Colossians 3: 12)

We want children at Coleshill to understand that kindness should be offered to all, not just our friends or those who are equally kind to us.

PERSEVERANCE

With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.

"Perseverance (produces) character and character, hope." (Romans 5: 4)

We want children at Coleshill to develop perseverance so that when things get hard they will keep going. If they get stuck they will find another way to solve a problem and for them to understand that to fail isn't the end, it's just the First Attempt In Learning.

RESPECT

With God's love, we care for others, ourselves and our school, so we listen and use good manners.

“In humility, value others above yourselves.” (Philippians 2: 3)

We want children at Coleshill to show respect for everyone and everything around them; looking after the things we have and treating others the way we would like to be treated.

SELF-CONTROL

With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.

“The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.” (Galatians 5: 22)

We want children at Coleshill to be able to resist the negative temptations around them and make good decisions; to laugh when it's time to laugh but to work and give their all when it's time to learn.

‘CURRICULUM’ INTENT STATEMENT

At Coleshill C of E Primary School our curriculum is about bringing engagement, fun and enthusiasm to learning. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. Our high expectations develop character and pride in our identity as Coleshill Church of England Primary school preparing every child for their future. Our curriculum aims to support our children to excel in our school values and provide them with opportunities to practice and develop these.

Our data shows that boys underperform in relation to girls, and that lower attaining boys make slower progress. Pupil Premium children also make slower progress in comparison to non-pupil premium. Our curriculum therefore needs to be engaging and inspiring for all children and include topics to motivate boys in particular. We want to develop our students' 'self-worth through experiences of success and celebration across a wide range of skills and talents'. Our Curriculum provides a clear progression and distribution of foundation skills through a range of exciting topics.

Please visit the Music page on our website:

Here you will find documents related to this policy, which include:

- Curriculum Intent, Implementation and Impact
- Skills Progression

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of Governing Boards set out in the Department for Education's Governance Handbook.

Music Intent Statement

At Coleshill C of E Primary School, Music is a practical and creative expression of ideas, thoughts and feelings. Music provides opportunities to promote children's spiritual, moral, social and cultural development. It contributes greatly to the general ethos of the school. We aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we intend to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

Sequence of Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me! Explore: growing, homes, colour, toys, how I look.	My Stories Explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time	Everyone! Explore: family, friends, people and music from around the world	Our World Explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	Big Bear Funk Transitioning unit	Reflect, Rewind and Replay Consolidation of learning and contextualising the history of music
Year 1	Hey You How pulse, rhythm and pitch work together.	Rhythm in the way we walk and the Banana Rap Pulse, rhythm and pitch, rapping, dancing and singing.	In the Groove How to be in the groove with different styles of music.	Round and Round Pulse, rhythm and pitch in different styles of music.	Your Imagination Using your imagination with improvisation and composition.	Reflect, Rewind and Replay The history of music, look back and consolidate learning, learn some of the language of music.
Year 2	Hands, Feet, Heart	Ho, Ho, Ho Festivals and Christmas	I Wanna Play in a Band	Zootime Reggae and animals	Friendship Song A song	Reflect, Rewind and Replay

	South African music		Playing together in a band		about being friends	
Year 3	Let Your Spirit Fly RnB and other styles	Glockenspiel Stage 1 Exploring & developing playing skills	Three Little Birds Reggae and animals	The Dragon Song Music from around the world, celebrating our differences and being kind to one another	Bringing Us Together Disco, friendship, hope and unity	Reflect, Rewind and Replay
Year 4	Mamma Mia Abba's music	Glockenspiel 2 Exploring and developing playing skills using the glockenspiel	Stop! Writing lyrics linked to a theme	Lean on Me Soul/Gospel music and helping one another	Blackbird The Beatles, equality and civil rights	Reflect, Rewind and Replay
Year 5	Living On a Prayer Rock Anthems	Classroom Jazz 1 Jazz and Improvisation	Make You Feel My Love Pop Ballads	The Fresh Prince of Bel-Air Old School HipHop	Dancing in the Street Motown	Reflect, Rewind and Replay
Year 6	Happy Being happy!	Classroom Jazz 2 Jazz, Improvisation and composition	A News Year Carol Benjamin Britten's music and cover versions	You've Got a Friend The music of Carole King	Music and Me Explore music and identity	Reflect, Rewind and Replay

Curriculum Implementation

Our pupils learn that music is a universal language that embodies one of the highest forms of creativity. They are provided with a range of opportunities to be inspired and engaged by music education and to develop a love of music and talent as musicians. In turn, their self-confidence, creativity and sense of achievement will be given chance to develop further. As pupils progress, they should cultivate a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The Charanga scheme of work is used from Reception - Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. The school also has opportunities for individual and group music lessons to develop their skills and ability on a musical instrument. Opportunities are taken to perform in class, in whole school collective worship and also to parents and the wider community. Additional opportunities are offered in music, such as the choir and orchestra which performs regularly in school and at events in the local community.

Planning, Differentiation and Lesson Organisation including the Sequence of Learning

At Coleshill C of E Primary School we use the 'Charanga Music School' scheme of work which supports all of the requirements of the National Curriculum and is in line with published OFSTED guidance. This gives children access to a wide range of musical concepts and experiences. The 'Charanga Musical School' Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting interactive whiteboard resources to support every lesson. The learning within this scheme is based on: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing. Music lessons across the school are delivered by teachers, a HLTA with a music specialism and a specialist music teacher. The school uses a variety of teaching and learning styles in music lessons including modelling, demonstrating and exploration. Children also have the opportunity to use/listen to a wide range of instruments, including through ICT and computing.

Resources

All staff are given the Charanga log in to be able to access all the interactive resources on line. All instruments are stored in one place and are accessible to the specialist music teacher and all staff.

Transferable Knowledge and Links to other Curriculum Areas

Each unit in Charanga provides topic and other curricular links, which can be viewed in the following documents:

- Styles and Cross-curricular links KS1
- Styles and Cross-curricular links KS2.

A variety of musical styles are considered throughout the Music scheme such as R&B, Western Classical, Musicals, Motown and Soul. The historical context of the music learned is also considered and discussed with children during each lesson. The Charanga scheme also provides opportunities for teachers to search for music from a particular era or style to be used in other subjects.

Wider Curriculum Opportunities

All the children at Coleshill C of E Primary School are given the opportunity to learn to play an instrument and join the school choir and orchestra. Children regularly visit the local church to perform for different celebrations such as Christmas, Harvest and Easter services. The school offers music based 'ME time' activities as well as opportunities to perform in collective worship. There are enrichment opportunities to join choir and orchestra which lead to performances and competitions such as 'young voices'.

Assessment

Assessment is undertaken in a range of ways;

- Questioning in order to understand children's musical understanding, i.e. open-ended questioning and using the outcomes to guide formative assessment.
- Sharing what has taken place during the lesson which is also a great skill when working towards performing to an audience.
- Teachers are to take notes based on the progression of children against the aims of individual lessons.
- Videos and voice recordings are to be taken to evaluate progression.

Curriculum Impact

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit to inform teachers of the improvements or skills that still need to be embedded. Music is monitored throughout all year groups using a variety of strategies such as lesson observations and pupil voice interviews.

Roles and Responsibilities

Governing Body

The Governing Body will monitor the effectiveness of this Music Policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Provision is made for pupils with different abilities and needs, including pupils with Special Educational Needs and Disability (SEND) and those pupils in receipt of Pupil Premium Grant (PPG) referred to in DfE documentation as Disadvantaged Pupils (including Looked After Children – LAC)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The Headteacher is responsible for ensuring that the Music Policy is adhered to, and that:

- All required elements of the Art & Design curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the vision and values of the school and indicate how the needs of individual pupils will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised by School Leaders about the school's performance and pupil outcomes to make informed decisions for the School Improvement Plan and CPD program for all staff
- Appropriate provision is in place for pupils with different abilities and needs, including pupils with SEN and Disadvantaged Pupils (including Looked After Children – LAC)

Music Leader

The Music Leader is responsible for monitoring the curriculum, including the development of medium term and short term planning, as well as the standards within the online Music assessment. Also, the Music Leader evaluates the Quality of Education for each year group by lesson visits, scrutiny of pupils' work and pupil discussions; this provides key strengths and areas of development to further develop the Languages curriculum. Within our professional development procedures, the Music Leader is given training and the opportunity to keep developing their own subject knowledge, skills and understanding; as a result, they can support curriculum development and their colleagues throughout the school.

The Music Leader also has the responsibility for monitoring the storage, maintenance and management of resources.

Teaching Staff

Other staff will ensure that the school curriculum is implemented in accordance with this Music Policy. All class teachers follow the school's agreed planning for the curriculum provision in Music.

Inclusion

Further information, related to SEND, can be found on our School, Website and includes:

- School Offer for SEND
- Equality and Accessibility Policy
- SEND Policy
- Equality Duty and Objectives

Teachers set high expectations for all pupils. They will use appropriate assessment and work for all pupil groups, which including:

- More able pupils
- Pupils with SEND

- Pupils with low prior attainment
- Pupils with English as an additional language (EAL)
- Disadvantaged Pupils

Teachers will plan lessons so that pupils with SEND are able to access and can study every National Curriculum subject, wherever possible; resources will be carefully planned and additional adults purposefully deployed to support learning in lessons. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Monitoring and Evaluation

Procedures

The Governing Body monitors the coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Visits to the school
- Link Governor meetings with Music Subject Leader
- Link Governor discussions with pupils about the Music curriculum as part of wider views about the Quality of Education

Senior Leaders and the Music Leader monitor and evaluate the way that the Art and Design curriculum is taught throughout the school by:

- Discussions with staff about the provision, teaching and assessment and CPD opportunities in the Music curriculum
- Music pupil discussions, which evaluate the impact of CPD, inform next steps for teaching and assessment and planning for CPD provision for all staff
- Scrutiny of pupils' work in Music with the Music Leader and Senior Leaders
- Scrutiny of planning, where appropriate (e.g. to evaluate the impact of CPD or the implementation of a revised approach to teaching or use of resources)

Links with other policies

This Music Policy links to the following policies and procedures:

- EYFS policy
- SEND policy
- Curriculum Policy
- Accessibility policy
- Equality policy
- Behaviour Policy

This Music Policy will be reviewed by the Music Leader. At every review, it will be shared with the Full Governing Board to be approved. The Music Policy will be reviewed, in line with any:

- Amendments or review of the National Curriculum
- Relevant curriculum updates linked to current educational research, practice or policy
- DfE advice, guidance or recommendations about the Music curriculum
- Review of the school's approach, practice or policy for the Music Curriculum Intent, Implementation and Impact