

Confidence, Achievement, Respect, Enthusiasm



Policy Title: Music

Policy Folder: Subjects

Last Review: May 2022

Next Review: May 2025

Led By: Karen Johnson

Responsible Committee: SD Committee

## Introduction

Alongside our curriculum intent, our CARE values (confidence, achievement, respect, enthusiasm) underpin everything that we do as a school. We all aim for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

At Lantern Lane, we aim to be a Dyslexia Friendly School. It is our intention that pupils will be able to achieve their cognitive potential in music, regardless of any difficulties spelling, reading, writing or any other traits commonly associated with Dyslexia. In order to achieve this potential, teaching will apply principles of quality first teaching such as reducing cognitive load and providing scaffolding. Where reading is required, appropriate support will be provided (for example, paired reading, pre-reading opportunities, inclusive tech). Pupils will be given a variety of ways to show their understanding across a sequence of learning, appropriate to the learning intention (for example diagrams, labelling, cloze activities, oral presentations, group work).

In our teaching of music, we also contribute to the development of the children's spiritual, moral, social and cultural understanding by performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

**This policy has been written to formally record the teaching, monitoring and assessment of music at Lantern Lane Primary & Nursery School.**

The policy aims to:

- Identify what is intended to be taught and how it should be implemented.
- Identify the overall structure and framework of the music curriculum in the school.
- Identify the ways in which we will ensure that children make progress in this subject throughout their time at the school.
- Describe how impact of the quality of education in this subject will be evaluated.
- Identify school procedures to monitor and evaluate the music curriculum.

This policy will be reviewed every three years by the subject co-ordinator, as part of the school's policy review cycle. The policy will, however, be reviewed earlier if there are changes to the National Curriculum, or other significant changes which impact on the teaching and assessment of this subject. The implementation of this policy is the responsibility of all teaching staff.

## **Intent**

At Lantern Lane Primary School, we follow the Early Years Foundation Stage Framework (2021) and the National Curriculum (2014). We fully support the purposes of the National Curriculum (2014) in music, which looks to provide every child with:

*"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".*

Through the learning and opportunities, we plan for at Lantern Lane, and through rigorous formative assessment, we aim to support each child in the development of each of the following key aims of the music curriculum:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Through our engagement with the National Curriculum and our commitment to providing outstanding provision for every child in the subject of music, we intend the following:

Teaching will promote and inspires pupils' curiosity whilst developing a love and thirst for learning. Through experimenting, building skills, composing & performing their own music, they learn about themselves and see the value of continued hard work. Pupils will listen & appraise music, supporting them to become evaluative and appreciative of talent. They will also know how music both reflects and shapes our history, contributing to the culture, creativity and wealth of our nation. They are encouraged to engage & be enthusiastic whilst facing the challenge of developing new skills. Music will enable children to develop the ability to concentrate; it promotes their creativity, perseverance, discipline, the ability to work in groups, self -confidence.

## **Implementation**

We use the National Curriculum scheme of work as the basis for our planning in music, but we have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

The subject leader has written and continually reviews the curriculum map for music. This details the objectives and skills to be taught for each year group. Teachers use the curriculum map for their year group, and knowledge of prior learning from the curriculum map, in order to develop a coherent and comprehensive conceptual pathway through the new learning.

Learning in Year 1 to Year 6 is arranged termly and the children complete three music blocks during the year. These include the whole class teaching of an instrument such as recorder, glockenspiel or ukulele. The children will revisit the whole class teaching of some of the instruments during their time at Lantern Lane. This gives them the opportunity to build on their skills. They also have the opportunity to apply what they have been taught in other music lessons. The second block is delivered using the program Charanga. Charanga is the UK's leading scheme to teach the National Curriculum for music. It is a platform for using inspiring technology, provides access to a range of genres and is a supportive scheme for non-specialists. The final block they complete enables them to develop and apply their music skills. This could be through singing, playing tuned or untuned instruments or using the ICT program Garageband. When relevant, further links to other subjects will be made in the interests of deepening understanding.

In addition to the three blocks of music taught during the year, there are many enrichment opportunities in music. These include singing in nativity plays (EYFS and KS1), musicals in Year 3 and 5, class assemblies and a Young Voices trip (Year 5 and 6). Young Voices is the largest children's choir concert in the world. Children come together in large venues with different schools to perform pre-practised songs. Many children in school also have additional music lessons (outside providers, paid mainly by parents/ guardians, but some pupil premium children are funded). Instruments include piano, drums and guitar.

Music teaching focuses on enabling children to think as musicians. Music lessons are important as they integrate all different subject areas at once for example, maths skills, reading and writing skills, science skills and history knowledge. Pupils are supported and challenged as listeners, composers and performers.

We look at music's place in society and how music has the power to culturally, morally, and emotionally influence it. We also look at important musical historical events and how it opens up a world of stories that they can be part of, leading to inspiration and confidence in their own musical journey.

We recognise that in all classes children have a wide range of ability in music, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants/teachers to support children individually or in groups.

## What good teaching and learning looks like in music at Lantern Lane:

	<b>Teachers:</b>	<b>Learners:</b>
EYFS	<ul style="list-style-type: none"> <li>*Model how to use different instruments and provide opportunities for the children to explore them and the sound they make (taught and play).</li> <li>*Expose and teach the children to a wide range of songs to sing.</li> <li>*Provide the children with opportunities to respond to music in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore how to make different sounds on instruments.</li> <li>*Build up a repertoire of songs which they enjoy singing.</li> <li>*Develop preferences for responding to music (Clapping, singing, dancing etc).</li> </ul>
Year 1 to Year 6	<ul style="list-style-type: none"> <li>*Expose learners to subject specific language through practical interaction with singing and musical language.</li> <li>*Create a respectful atmosphere where children are encouraged to share their musical compositions.</li> <li>*To provide the opportunity to listen and respond to different styles of music from different periods.</li> <li>*Provide outstanding opportunities to appreciate music through active involvement as creators, performers and listeners.</li> </ul>	<ul style="list-style-type: none"> <li>*Use music terminology correctly in context through composition and listening to music.</li> <li>*Confidently share their work, evaluate it and other children's performances and compositions.</li> <li>*Children are able to discuss their preferences for different styles of music.</li> <li>*Children have the confidence to challenge, ask questions, show initiative and take risks in order to create original, imaginative and distinctive work of high musical quality.</li> </ul>

### Feedback

Feedback in music should be completed in line with the Lantern Lane Primary School Feedback Policy. In music it is most likely to be verbal and immediate at the point of learning, but when there is written work the following will apply...

When choosing the correct form of feedback, teachers should use their knowledge of their class, individual groups and pupils whilst also considering the main purpose of the feedback they are giving.

In addition, it is recognised that the type of feedback chosen is likely to vary accordingly to the age or learning stage of the child.

Feedback should be given as close to the point of learning as possible, e.g. within the lesson; at the end of the lesson, or at the start of the next lesson in the sequence of learning.

The following feedback codes are used across KS1 and KS2 to ensure consistency and a clear message for children.

The use of codes is intended to make feedback accessible to all children including our dyslexic children and those with SEND (with this being regularly monitored by the SENCo and/or Dyslexia Lead).

Code	Explanation	Code	Explanation
E	You have used equipment to support your learning.	GW (with initials)	A teacher or teaching assistant guided your work here.
 Beside LO.	You are <i>developing learning</i> in relation to the learning objective.	PW/PW	You worked together with a partner on your work here.
 Beside LO.	You are <i>securing learning</i> in relation to the learning objective.	CR	You have a correction to complete here.
 Beside LO.	You are <i>mastering learning</i> in relation to the learning objective.	CH	You have a challenge to complete here.
●	Answer to individual question is incorrect. Complete a correction in purple pen.		Self-assessed. Answer to individual question is correct.
	Answer to individual question is correct.	●	Self-assessed. Answer to individual question is incorrect. Complete a correction in purple pen.
VF	Verbal feedback. Your teacher has explained further to support your progress.	WCF	You will receive your feedback as a whole class in the next lesson.

For written pieces of work in music, the skills being taught will be identified. The teacher will indicate the degree that these have been met with the same ✓ system detailed above. Feedback in foundation subjects will predominantly relate to the subject-specific learning but may also feature some response in respect of core subject targets personal to the child, group or class.

A question or challenge may be given to support deeper thinking on the part of the pupil, where the teacher considers this to be appropriate, or a child may be asked to correct their work in some respect. Where this is the case, time will be given in a subsequent lesson for children to respond to the teacher's feedback.

Children in the EYFS are motivated by their relationships with the adults, who know them best. The everyday conversations and celebrations of learning which take place in the moment are what stands out for the children and how they measure their own success. Class rewards systems are designed to ensure that children are shown what is good about their work in a range of ways that have meaning to them, e.g. receiving a sticker, a house point. A discussion will take place when the reward is given about why it has been earnt.

In respect of areas of development, next steps for children are often put into practice before the child has even left the activity. For example, if a child doesn't use a finger space between the first 2 words, they are reminded in the moment to do so. Accordingly, there is no need for extensive written feedback by staff, especially as this will have no meaning to the children themselves. If corrections or a comment are added to a piece of work, this would be when an adult is working directly with a child to reflect on what has been achieved.

Teaching staff will, however, use the following codes to show the context of the piece of work.  
GW - this piece of work has been completed with the help of an adult.  
PW - this piece of work has been completed with the help of a peer.  
Where neither of these codes appears, the assumption is made that the work was completed independently by the child.

## **Impact**

The curriculum in itself is the progression model. We have a well-constructed, well-taught curriculum mapped out in music at Lantern Lane and this leads to good results because those results reflect what pupils have learned. If children are keeping up with a carefully sequenced, coherent curriculum which builds on prior learning, they are making progress.

The table below provides a framework against which is used to support the evaluation of impact in music.

## How do we monitor that our curriculum is having impact?

Teachers	Children	Children's Work
<ul style="list-style-type: none"> <li>Have they become more knowledgeable?</li> <li>Do they have high levels of confidence in implementing all areas of the curriculum?</li> <li>Can they articulate to senior leaders and subject leaders what is working well?</li> <li>Are they keenly aware of how children are coping with the taught content?</li> <li>Do they teach consistently well, applying sound pedagogical practices in all lessons?</li> <li>Do they plan coherent learning journeys based on the objectives and skills mapped out by the subject lead?</li> <li>Do they seek support from subject leads where they are less confident?</li> </ul>	<ul style="list-style-type: none"> <li>Can they talk with confidence about what they have learned?</li> <li>Are they enthused and interested in a wide range of curriculum areas?</li> <li>Can they talk about the specific characteristics and skills associated with each subject?</li> <li>Can they share examples of their learning and explain the 'why' behind the work they have produced?</li> <li>Do they demonstrate good learning behaviours in all lessons?</li> <li>Are they able to explain how their learning within a subject builds on previous learning in that area?</li> <li>Are they able to make thoughtful links between subjects?</li> <li>Are ALL learners able to access, enjoy and make progress within the curriculum – regardless of their starting points or additional needs?</li> </ul>	<ul style="list-style-type: none"> <li>Does work demonstrate they take pride in what they produce – do children show the same effort as in maths and English for example?</li> <li>Does it show increasing understanding of the key concepts within each subject?</li> <li>Does it illustrate developing understanding of the discipline of each subject as well as the declarative knowledge?</li> <li>Does it show a coherent teaching sequence has taken place?</li> <li>Does it show an emphasis on subject specific vocabulary?</li> </ul>
Governors		
Ref: Adapted for Lantern Lane based on work by @DynamicDep		

As our curriculum is the progression model, and formative rather than summative assessment and responsive teaching is the most important type of assessment used by class teachers in the wider curriculum, subject leaders and senior leaders monitor this using the quality assurance model detailed below.

Quality Assurance Model		
Subject Leaders Support and Challenge	Subject Leaders Independent Quality Assurance	Subject Leaders and Senior Leaders Collaborative Quality Assurance
<p>Through own teaching, model key pedagogy for colleagues:</p> <p>Whole school development priorities relevant to subject area</p> <p>Key aspects of what a good lesson looks like in _____</p> <p>Known areas of development</p> <p>Individual requests from class teachers</p> <p>Support teachers to: Interpret curriculum maps for subject</p>	<p>Is the curriculum being implemented as intended?</p> <p>Are the elements of what a good lesson looks like in _____ being used?</p> <p>Are all staff developing key priorities within the subject area (both subject specific and whole school priorities)?</p> <p>Is the curriculum meeting the needs of all staff and pupils?</p> <p>Monitoring and evaluation:</p> <p>Planning audits</p> <p>Lesson visits</p> <p>Looking at books</p> <p>Teacher and pupil voice</p>	<p>Discussion of subject leaders' judgements and evidence base through termly subject leader meetings.</p> <p>Joint analysis through:</p> <p>Planning audits</p> <p>Lesson visits</p> <p>Looking at books</p> <p>Teacher and pupil voice</p> <p>Updating of whole school SEF based on improvement priorities identified by subject leaders monitoring and evaluation.</p>

<p>Plan well-constructed sequences of lessons which build on prior learning</p> <p>Develop own subject knowledge</p> <p>Reflect how well teaching meets what a good lesson looks like in _____</p> <p>Team teach</p> <p>Keep records of strengths and areas of development for individuals and use this to inform sustained working with colleagues.</p>	<p>Update records of strengths and areas of development for individuals/teams and use this to inform sustained working with colleagues.</p>	<p>Collaboratively establish any CPD priorities which are whole/part school.</p>
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## Inclusion and Special Needs

Lantern Lane aims to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. The provision for children with special needs is detailed in the SEND Policy. SEND pupils may be supported by additional adults, different resources or differentiated activities. We have high expectations of all children and strongly believe that all children are able to achieve in music. Some may take longer to grasp concepts and may need careful scaffolding or extra time/support.

## Early Years Foundation Stage (EYFS)

In EYFS, most intended topics are taught over half a term with links made, where appropriate, between both the prime and specific areas of learning. The specifics of what is taught is directed - in part - by the children themselves and their particular interests.

The children will follow the EYFS framework (2021). At the end of F1, the children are assessed against the music related 'Expressive Arts and Design' milestones and at the end of F2, the children are assessed against the ELG 'Being Imaginative and Expressive'. Children in EYFS explore musical concepts through active exploration and their everyday play-based learning.

Children will have the opportunity in F1 to:

- sing a range of well-known nursery rhymes and songs.
- perform songs, poems and stories with others and when appropriate.
- try to move in time to the music.

Children will have the opportunity in F2 to:

- develop a repertoire of songs and rhymes, sometimes with movement and actions attached.
- play a range of instruments, recognising different ways they can make sounds, with an awareness of volume.

## **Role of the Subject Leader**

- Ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons. Leads by example by setting high standards in their own teaching.
- Leads continuing professional development; facilitates joint professional development; provides support and feedback for teachers to improve pupil learning.
- Leads the whole-school monitoring and evaluation of teaching and learning in music by observing teaching and learning in music regularly; planning whole school improvement; conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.
- Takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading and keeping up-to-date with music developments.
- Keeps parents informed about music as appropriate.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in music.
- Works in close partnership with the school's senior leaders to ensure the learning needs of all pupils in music are met effectively.
- Keeps the school's policy for music under regular review.