

# Scawsby Junior Academy



## MUSIC POLICY

**PERSONS RESPONSIBLE FOR POLICY:**

**Mr P Chambers: HEADTEACHER**

**Miss S Boyd: SUBJECT MANAGER**

## **Introduction**

“Music education opens doors that help children pass from school into the world around them – a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music.” (Gerald Ford)

“Music is a more potent instrument than any other for education, because rhythm and harmony find their way into the inward places of the soul.” (Plato)

Our aim at Scawsby Junior Academy is to provide a happy, safe and stimulating environment where each child is valued and encouraged to reach their full potential. We believe that music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.

## **Music Curriculum Intent, Implementation and Impact Overview**

Our Music curriculum closely follows the aims of the National Curriculum for Music 2014. The national curriculum for Music aims to ensure that all pupils:

### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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 inter-related 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.

This is translated into our following school aims:

- To develop pupil’s understanding and appreciation of a wide range of different kinds of music; developing and extending their own interests.
- To provide children with opportunities to perform musically in a variety of groups for a variety of audiences.
- To enable children to produce their own musical ideas and give them the means to write these down and perform them.
- To introduce children to a wide variety of music from different cultures.
- To cultivate the ability to listen to music and respond appropriately.
- To enable children to describe and compare music from different times and cultures.
- To make music part of children’s lives.
- To provide opportunities for the development of individual skills.
- To develop an appropriate vocabulary to help them understand their own work and that of others.
- To develop skill, attitudes and attributes that can support learning in other subject areas an in work and leisure. For example, listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

School has identified key intentions that drive our Music curriculum. At Scawsby Junior Academy our Music curriculum intentions are:

Intent	Research Link	Implementation	Impact
<p>To build a Music curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to develop, practise, perform and excel. Children will know more, remember more and understand more.</p> <p>To design a Music curriculum and scheme of work with appropriate subject knowledge, skills and</p>	<p>Education Endowment Fund research indicates that by identifying key learning styles of children will underpin the individual’s preferred style of learning. The theory is that learning will therefore be more effective or more efficient if pupils are taught using the specific style of approach that</p>	<p><b>* Knowledge Organisers</b> Children have access to key knowledge, language and meanings to understand music and to use these skills across the curriculum.</p> <p><b>* Knowledge Walls</b> Music Knowledge Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the</p>	<p>* Children will know more, remember more and understand more about music and have the chance to excel in the arts.</p> <p>* The large majority of children will achieve age related expectations in music.</p> <p>* Children will learn skills to help them in their futures including speaking and listening skills, teamwork, communication, appreciation of</p>

<p>understanding as set out in the National Curriculum music Programmes of study.</p> <p>To fulfil the duties of the National Curriculum whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.</p>	<p>has been identified as their learning style. A successful approach will allow children to make an additional two months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.  <b>(Education Edowment Fund Research- Arts Participation)</b></p>	<p>teaching of music and enable pupils to make links across the wider curriculum.</p> <p><b>* Subject specific vocabulary</b>  Identified through knowledge organisers, LO's and S/C's and highlighted to the children at the beginning of lessons and revisited throughout.</p> <p><b>* Big picture and daily review</b>  New music learning is put into the context of the big picture of history learning throughout school, and a daily review of immediate previous learning in the subject.</p> <p><b>* Books/ research</b>  Children will have constant access to a wide variety of subject specific non-fiction books, available for music lessons from the library and access to the internet for music based research.</p> <p><b>* Assessment</b>  Class teachers assess children's understanding in music and this is then recorded on assessment tracker. This data is then analysed to improve the children's learning in music on a half termly basis and clear targets are set.</p> <p><b>* Approaches to teaching</b>  A wide variety of teaching approaches are used in music lessons to ensure children make good progress, and all</p>	<p>different cultures and faiths and British Values.</p>
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	<p>Plan for pupils' good musical progression through and across the curriculum by:</p> <ul style="list-style-type: none"> <li>– giving sufficient and regular curriculum time for the thorough and progressive development of pupils' aural awareness and musical understanding</li> <li>– providing robust curriculum plans that identify the landmarks of musical understanding pupils are expected to achieve, in addition to the range of musical styles and traditions that they are to experience</li> <li>– ensuring that different initiatives, including whole-class instrumental and vocal programmes, are planned as part of an overall curriculum vision for music for the school.</li> </ul> <p><b>(OFSTED-Music in schools: wider still, and wider. 2012)</b></p> <p>Improve pupils' internalisation of music through high-quality singing and listening by:</p>	<p>learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work, including Kagan structures, and individual learning in music lessons. Children are encouraged to express themselves creatively.</p> <p>* <b>Consistent teaching sequence</b>  Music lessons will follow a clear structure including putting the learning in the big picture, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, implementing a new skill or modifying a new skill before evaluating their learning and comparing with others.</p> <p>* <b>Cross-curricular links</b>  Music learning will encourage children to express their learning and understanding in a variety of creative ways making links to other areas of the curriculum including literacy, the arts and other technologies.</p> <p>* <b>Learning environment</b>  The learning environment is designed to ensure children develop their musical knowledge, and continue to know more and remember more. Knowledge walls are key drivers for this, with teachers making reference to them during lessons and at other regular times</p>	
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	<p>– taking every opportunity to raise standards of singing work in primary schools, including in class lessons and in whole-school singing sessions, by more effectively challenging the musical quality of pupils’ vocal responses</p> <p>– significantly improving the quantity, quality and diversity of singing work in secondary schools, particularly in curriculum lessons</p> <p>– making more effective use of vocal work in all aspects of music education, including to help pupils better listen to and analyse music. <b>(OFSTED-Music in schools: wider still, and wider. 2012)</b></p>	<p>during the week, including weekly knowledge quizzes.</p> <p><b>* Lessons from outside agencies</b> Children across the key stage will be taught a musical instrument on a fortnightly basis by an experienced teacher from the Doncaster Music Service. Year 3 and year 4 will learn to play the recorder and year 5 and year 6 will learn to play the Ukulele.</p> <p><b>* Whole school singing opportunities</b> All children across the key stage will take part in weekly singing assemblies and will learn a variety of songs from different musical traditions, cultures and styles for example songs from musicals, religious songs, historical songs and songs from other cultures.</p> <p><b>* Extra-curricular clubs</b> Music learning will be further enhanced and encouraged through choir and performing arts afterschool clubs. Within these clubs, there will be various opportunities for children to perform in the community and develop their skills.</p> <p><b>* Cultural Capital</b> We plan regular opportunities for visits, visitors and involvement in the community in the arts to provide first hand experiences for the children to support and develop their learning. This</p>	
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		is in the form of children visiting a venue to appreciate live music or performing in the community.	
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## Pedagogy

<p><b>In Music, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Music, the following approaches will be used, and be evident in all lessons, in order to ensure that the musical learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups:</b></p>				
<p><b>Teaching Sequence in Music</b></p>	<p><b>Big picture: Placing of the music skills being studied in the context of previous learning.</b></p>	<p><b>Possible pedagogical approaches used in Music</b></p>	<p><b>Behaviourism</b></p>	<p><b>Direct teacher instruction; modelling of skills and techniques; demonstration</b></p>
	<p><b>Daily review: Brief review of learning covered in previous lesson/s and making links to real life situations</b></p>		<p><b>Constructivism</b></p>	<p><b>Inquiry-based learning; feedback and suggestions to improve learning and expression</b></p>
	<p><b>Specify key vocabulary to be used and its meaning</b></p>		<p><b>Social Constructivism</b></p>	<p><b>Teacher modelling; questioning; mix of individual, paired and group discussion and child led research and expression</b></p>
	<p><b>Demonstrate, experiment, improve and establish new learning individually then with others</b></p>		<p><b>Liberationism</b></p>	<p><b>Pupil-led learning; opportunities to showcase learning.</b></p>
	<p><b>Give feedback on learning with partner/ group/ whole class</b></p>		<p><b>Learning, working and talking like a</b></p>	<p><b>Being introduced to the key vocabulary that would be used in a musical and real life context; defining the key vocabulary; high expectations of pupils using specialist and subject specific vocabulary; high</b></p>
	<p><b>Apply new skill in a creative and child-led manner, allowing them to express</b></p>			

	their understanding and relate this to themselves		musician	expectation of pupils analysing, interpreting and demonstrating using personal reflection.
	Evaluate their learning and discuss what the next stage/ new learning/ skill would be in order to progress further.			

### **E-safeguarding**

The Music policy and scheme of work adheres to the whole school E-safeguarding Policy.

### **Equal Opportunities**

Music follows the school's Equality Policy.

### **Links to other Subjects**

The following list of skills and attributes can be gained through participation in musical activities. It will be clear that these also contribute to the whole school curriculum.

- \*A sense of achievement - individual and collective
- \*Social skills such as co-operation, tolerance, self-confidence and perseverance
- \*Coordination of fingers, hands, arms, lips, cheek and facial muscles develops greatly
- \*Ability to use other languages to describe emotions (usually Italian words are used)
- \*Ability to read notation
- \*Ability to discriminate
- \*Listening skills
- \*Sensitivity to sounds
- \*Imagination and inventiveness
- \*Ability to analyse and solve problems
- \*Concern for accuracy
- \*Ability to memorise
- \*Develop attention to detail



- \*Communication skills, self-discipline and self-evaluation
- \*The illumination and extension of studies in other curriculum subjects
- \*Higher standards of application and concentration in all areas of work

At Scawsby Junior Academy, we use Music to promote learning across many areas of the National Curriculum, including:

- \* The application of all basic skills (including Reading, Writing and Mathematics) within the Music curriculum.
- \* The use of computing both as a method of research of musical facts, musical history and as a means of expression of learning through electronic devices and instruments.
- \* Citizenship, through links with the community.
- \* Developing language skills, both through reading and writing of musical information and reading and writing lyrics.
- \* Making links between music and other areas of the arts, musical history and religious education.
- \*Developing geographical knowledge when learning about places and origins of key instruments and musical styles.
- \*Allowing children to express their knowledge and understanding of their learning in music in a range of cross- curricular activities.

Any cross curriculum links between subjects are identified in medium and short term planning, and children are made aware of them.

### **Links to Spiritual, Moral, Social and Cultural Development**

Pupils' spiritual development is enhanced through Music by:

- \* Researching and understanding people's lives and musical traditions in a variety of cultures.
- \* Gaining a sense of enjoyment and fascination in learning about music in their own religion or cultural group and that of others.
- \* The use of imagination and creativity in learning
- \* A willingness to reflect on own and others' experiences.

Pupils' moral development is enhanced through Music by:

- \* Investigating, and offering reasoned views about, moral and ethical issues in situations involving music from the past, and being able to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is enhanced through Music by:

- \* Being able to cooperate well with others and resolve conflicts effectively through musical learning and playing collaboratively for example.

\* An understanding and acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is enhanced through Music by:

- \* An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- \* knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and using this knowledge to understand a developing and changing Britain and the role of music in these changes.
- \* Participating in, and responding to, for example, musical, artistic, sporting, and cultural opportunities.
- \* An 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 through an appreciation of their music.

### **Organisation of Teaching**

Music at Scawsby Junior Academy is taught through discrete lessons. Music skills, knowledge and attitudes are taught through a unit focus that lasts across a full term. Music is taught on a spiral curriculum where previous learning and knowledge is readdressed and then developed.

### **Teaching Methods**

We hope to use a variety of teaching methods at Scawsby Junior Academy, in order to suit the abilities and interests of our pupils.

These include:

- \* Discussions and debate
- \* Use of story, including storytelling.
- \* Demonstrations of learning and knowledge by the teacher and pupils
- \* Questions and answers
- \* Progression of individual and group skills
- \* Allowing children to express themselves in a variety of roles within a team and in a variety of manners.
- \* Individual and group investigations
- \* Television, radio, audio recording, video, film, internet and other computing resources.
- \* Fieldwork, including visits to appreciate live music or perform musically in the local area.

Throughout the school, Music lessons should begin with the teacher sharing the learning objectives of the lesson with the class, and end with a plenary session that summarises what has been learnt.

### **Reasonable Adjustments in Religious Education**

The curriculum leader in Music recognises the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious Music curriculum. Within the curriculum area of Music, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

### **Access for all**

At Scawsby Junior Academy we develop an inclusive curriculum through:

\* Setting suitable learning challenges: It is the aim of the school that children should be given achievable learning targets, and be motivated by success. This may involve deepening children's Music skills and understanding, so that all children's learning needs are catered for, and pupils achieve as high a standard as possible.

\* Responding to pupils' diverse learning needs: Music at Saltersgate is planned so that all pupils can take part in lessons fully and effectively so that there is an equality of opportunity through teaching approaches.

\* Music at Saltersgate is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome. This is achieved through:

- Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in Music lessons.
- Pupils' understanding being developed through the use of all available senses and experiences.
- Aspects of the programmes of study that may present specific difficulties for individuals being identified.

\* An inclusive Music curriculum is also achieved through:

- Support to access texts and pieces of music (larger print or audio where available)
- The use of alternative communication methods e.g. ICT or audio.
- Non-visual means to access sources of information when undertaking musical activities.

- Allowing children to express their understanding in a method that is accessible and enjoyable for them.
- Adapted instruments where necessary (coloured keys, strings etc for example).

In assessment, judgements allow for the provision described above.

### **Planning**

The basis for planning is the music scheme of work which is the school's long term planning. Each year group includes history skills and breadth of study in their learning for the year.

### **Assessment**

At Scawsby Junior Academy, assessment in Music comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the NC, and assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the History National Curriculum. At the end of each full term, teachers judge children against age related expectations to be at, above or below these expectations.

This data is then analysed by the Music subject leader.

### **Targets**

At Scawsby Junior Academy, we aim for the majority of pupils to be at age related expectations for Key stage 2 by the end of year 6.

### **Responsibilities**

The Music subject leader is responsible for:

- \* Monitoring the teaching and learning of Music.
- \* Overseeing and implementing the Music policy.
- \* Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- \* Working with Doncaster Music Service to organise and coordinate the fortnightly music lessons in each year group and the peripatetic lessons for those children who opt to pay for further tuition in music within school time.
- \* Organising extra-curricular clubs for Music and Performing Arts and making links in the community for these clubs.

- \* Ensuring musical instruments, resources and appropriate equipment are available across the school for musical learning.
- \* Attending INSET and providing staff with appropriate feedback.
- \* Attending courses to keep knowledge up to date and feedback to staff upon return.

Each class teacher is responsible for delivering Music to their class and being aware of where extra lessons may be needed.

### **Staff Development**

Over the course of the academic year the Music subject leader monitors and evaluates:

- \* The attainment and progress of pupils in Music
- \* The pupils' response and attitude to Music within school
- \* The quality of Music teaching in school
- \* The quality of children's work and the development of skills in Music
- \* Monitoring of children's progress in fortnightly musical instrument lessons across the school to ensure good value for money

This is achieved through:

- \* Observation of Music lessons, including drop ins and learning walks and official observations with written feedback.
- \* Questioning of children during these observations.
- \* Discussions with pupils.
- \* Carrying out regular scrutiny of lessons, music journals and assessment processes, and feeding this scrutiny back to teachers.
- \* Monitoring each teacher's Music planning every term, as appropriate, and providing written feedback.
- \* Attending any Music Subject Leader meetings arranged by the LA or other providers.

### **Subject Development**

Over the next academic year, the Music leader will write and execute the school development plan in Music.

In addition to this, the Music leader will also:

- \* Ensure the subject of Music meets statutory requirements of the national curriculum.
- \* Continue to monitor the implementation of the Music scheme of work and Music policy documents.
- \* Continue to monitor staff development in Music, through observations if appropriate, staff questionnaires, monitoring and feeding back on medium term planning and children’s work.
- \* Attend appropriate courses, if available, to develop personal knowledge and expertise, and to share this in school.
- \* Complete pupil discussions with pupils from a range of classes, on how Music is delivered in our school.
- \* Maintain the Music section of the school website for all stakeholders.
- \* Monitor and evaluate the quality of Music resources in school, and bring in new resources as appropriate.

For a detailed description of the development of Music in the next academic year, please see the 2019 – 2020 School Development Plan.

**Review**

This policy is a live document, being constantly updated. Music has long, medium and short-term development plans, which forms part of the overall School Development Plan, drawn up and executed by the Music Subject Leader. This plan will affect the contents of this policy, and it is the responsibility of the Music Subject Leader to maintain this.

Revision Date	Revision Version	Previous Revision Date	Previous Version	Summary of Changes
September 2020	New policy	-	-	New policy
June 2023	New policy	September 2023	September 2020	Change of school name