

Holly Hill Primary and Nursery School
Music Policy

1. Subject Intent

General Statement

At Holly Hill we believe that a quality Music curriculum should inspire pupils to develop a life-long love of music and their talent as musicians. Music is a universal language that embodies one of the highest forms of creativity. Besides being a creative and enjoyable activity, Music can also be a highly academic and demanding subject. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. 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.

Music contributes significantly to developing language, reasoning and memory; it allows children to connect with others by creating a sense of community and promoting teamwork; it leads to improved motor skills and co-ordination; it improves memory and integrates many other subjects. As well as this, Music makes a vital contribution to well-being: it is known to elevate mood and motivation, reduce stress and improve focus.

Through our Music curriculum we make links to our whole school curriculum intent statement. The aspects which are particularly significant to Music are:

- Balance of knowledge and skills
- Emotional well-being and healthy relationships
- Rich vocabulary
- Diversity
- Experiences and opportunities

Specific Aims

The National Curriculum outlines the following aims for Music:

- 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At Holly Hill the Music curriculum is designed so that we meet the National Curriculum aims through a progression of skills and knowledge taught in the sequence below:

Music in the EYFS:

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive arts and design	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>	<p><u>Being Imaginative and Expressive</u> 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.</p>
Physical development	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>		
Communication	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	

Music in Key Stages 1 and 2

<u>Cycle A</u>	<u>AUTUMN 1</u>	<u>AUTUMN 2</u>	<u>SPRING 1</u>	<u>SPRING 2</u>	<u>SUMMER 1</u>	<u>SUMMER 2</u>
<u>KS1</u>		<i>Christmas performance</i>		<i>What a performance!</i>	<i>Who lives in a place like this?</i>	
<u>LKS2</u>		<i>Christmas performance</i>	<i>What's wonderful about Stevie?</i>			

<u>UKS2</u>		<i>Christmas performance</i>			<i>Fight for the crown 2</i>	
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<u>Cycle B</u>	<u>AUTUMN 1</u>	<u>AUTUMN 2</u>	<u>SPRING 1</u>	<u>SPRING 2</u>	<u>SUMMER 1</u>	<u>SUMMER 2</u>
<u>KS1</u>		<i>Christmas performance</i>	<i>How does it work?</i>			
<u>LKS2</u>		<i>Christmas performance</i>	<i>Bizarre Bodies</i>			
		<i>We are Family</i>				
<u>UKS2</u>		<i>Christmas performance</i>			<i>WW2</i>	
		<i>Fantastic Beasts</i>				

Rationale

At Holly Hill, Music coverage is organised in this way because the necessary musical skills and the inter-related dimensions of music are taught effectively and progressively through the curricular components of singing, playing instruments, composing and listening and reviewing. This is done across a 2-year cycle. Music simultaneously links to and enhances the curriculum topic for that half-term. Performance and singing skills are practised weekly through whole school singing assemblies.

- In KS1, children are exposed to music history by looking at a 21st century musician. This will prepare them for deeper study of significant composers and periods in Year 3 and onwards. From Year 3, a range of Music periods are taught and referred back to, in order to understand how music changed over time.
- All children will gain an understanding of musical notation, starting with basic graphic notation in KS1, progressing to standard notation in LKS2, and using different forms of notation in UKS2.
- Whole-class instrument tuition will happen once over the two-year cycle, lasting for one half-term. This is to allow time for a broad and balanced curriculum, whilst ensuring tuition is offered at least once every phase for every child.
- Children in KS1 will access whole-class recorder tuition, as it is an ideal first wind instrument. It teaches breath support and hand position. Children in KS2 go on to develop this hand positioning and finger strength when they take whole-class ukulele tuition. In LKS2, children learn how to handle a ukulele, along with other basic knowledge needed to play some chords and follow simple notation to play. In UKS2, children go on to sing and play with increasing confidence and control.

2. Implementation

Teaching and Learning

Because at Holly Hill Primary and Nursery we understand that learning takes place when there is a change to long-term memory, we outline the key knowledge for a unit of work on a knowledge organiser. In Music, key knowledge is knowledge that relates directly to the National Curriculum attainment targets. Progression of skills is mapped out using a skills ladder.

Music lessons will be planned by class teachers. Whole class instrument lesson plans are provided by the Music subject leader and can therefore be delivered by non-specialists confidently.

Music lessons will be taught in unit blocks. There will be a Music unit 3 times across a 2-year cycle. A 1-hour lesson will be delivered weekly during the half-term that Music is planned as a focus subject.

Music is planned by the class teacher, supported by the Music subject leader where necessary. This is the person who knows their class the best and how they learn most effectively. This also allows for Music learning to link to and enhance the topic for that half-term.

An effective teaching sequence:

Musical understanding is predominantly non-verbal and comes from listening to and experimenting with playing music. Therefore, making music, in any capacity, should happen in every Music lesson.

The following gives an example of an effective teaching sequence in Music.

1. Each unit of Music teaching should start with listening attentively to a carefully selected piece of music. During this listening, children should be given the opportunity to take part in physical and musical activities. E.g., using their foot or an instrument to tap in time with the pulse of the music.
2. The inter-related dimensions of this piece should be identified, and children should then be given the opportunity to improvise and experiment with the musical ideas that were introduced in the piece of music. E.g., imitating the tempo.
3. Children can then start to be introduced to appropriate notation. E.g., imitating the tempo whilst following notation.
4. Then, children will be able to discuss and label the musical concepts using the correct terminology.
5. Finally, children will apply this learning to a composing and/or performing task.
6. Children will be given opportunities to evaluate the effectiveness of their compositions.

At an appropriate point in the unit, children should be given the opportunity to study a significant composer from a specified period.

Teaching methods and essential elements:

- Every lesson should start with a 'Knowledge check-up' to recall prior learning and the learning should be inspired by a carefully chosen piece of music.
- Every lesson should include an element of 'making' music, either using instruments, the body or technology.

- Effective teaching methods might include call and response, modelling (showing close-ups of parts of the body playing e.g., hands can be useful, as well as filming yourself demonstrating something to play it back) and listening to and playing back what has been heard. Practising something vocally can be helpful before applying the learning to an instrument, as is movements or co-ordination before playing.
- Key terminology should be taught when it is necessary to refer to something during the lesson, and then rehearsed and referred to throughout the rest of the unit. This terminology should be displayed in the classroom for the children to refer to.

SEND

Sensory, Physical and Medical

In Music, barriers could include hypo/hypersensitivity to sensory experiences, particularly sound, physical disability requiring adaptation when playing instruments, visual and hearing impairment and motor difficulties. To support children with Sensory, Physical and Medical needs in Music, strategies could include provision of ear defenders, quiet spaces for children to retreat to if finding the sensory experience difficult. Adaptation of instruments for children with physical disability may need to be made to allow every child to access the learning. Children with a visual impairment or are hearing impaired may need access to braille, otherwise the class teacher or teaching assistant will have strategies in place for each child.

Cognition and Learning

In Music, barriers could include following a sequence of instructions, understanding and correspondence between notation and an action, as well as factors contributing to difficulty completing written work. To support children with Cognition and Learning needs in Music, strategies could include use of task ladders to break down steps involved in completing a task, use of Clicker software for written work, additional time for processing, symbolised work and pre-teach time to experience instruments and understand key skills and vocabulary relevant to a lesson. Dyslexic pupils will access word banks for key vocabulary, additional processing time and access to appropriate technology e.g., Speech-to-text, Clicker.

Social, Emotional and Mental Health

In Music, barriers could include being overwhelmed by overloading of information, emotional difficulties when instruments need to be put down/away and concentration difficulties. To support children with Social, Emotional and Mental Health needs in Music, strategies could include use of task ladders, allowing time for sensory breaks, adult support during transition of introducing and putting away instruments and turn taking using timers.

Communication and Interaction

In Music, barriers could include the expectation of turn taking and sharing instruments, understanding and use of key vocabulary. To support children with Communication and Interaction needs in Music, strategies could include use of visual supports, timers, additional processing time and reducing the amount of new information being presented at one time. To deliver specific skills or safety

instructions to children with Communication and Interaction difficulties, social stories could be used to address specific situations or concerns.

3. Impact

Assessment

In Music we ensure progression through the use of knowledge organisers, skills ladders and national curriculum expectations.

In Music, we assess the children formatively using key knowledge reviews and quizzes in lessons, ability to use key vocabulary accurately and observations of practical work. Each lesson in a sequence begins with a 'knowledge check-up', which provides opportunity for pupils to recall the key knowledge from the previous lessons in that unit.

In Music, we assess the children at the end of each unit. Assessment judgements are based on the evidence of knowledge in the child's 'end point'. In Music, an end point could be a video of a skill or performance, or a double page spread which demonstrates understanding of key knowledge. Staff will highlight the knowledge each pupil has demonstrated using the knowledge organiser stuck in their book.

Staff will use their assessment judgements to complete an evaluation of the learning in that unit, which is submitted to the subject leader. Where gaps or issues have been identified these will be acted upon, through adaptation of later units, adaptation of planning, further knowledge reviews and further practise of a skill later in the year.

Monitoring and Evaluation

- Evidence of work can be found in a pupils' Creative Arts book (KS2), shared subject book (KS1) and Learning Journal/ Tapestry (EYFS), which they keep for two years across the key phase. Where lessons have been evidenced using video recording, the recording will be made accessible through scanning of a QR code which will be stuck into the child's book. It can also be found saved in the central Music folder on OneDrive.
- Subject leaders will use a combination of evidence from book looks, learning walks, environment checks and end of unit data to monitor the standards in their subject and inform the action plans for curriculum development.
- Subject leaders will use the unit evaluations to inform their action plans and CPD offer.

What does the impact of Music look like at Holly Hill?

Based on intent, children can develop their skills and knowledge through practical music-making informed by accurate assessment. *All* children can access the necessary teaching and wider curricular opportunities to nurture a life-long love of Music. Children can show understanding of performance, composition and appraisal skills and knowledge. Children can demonstrate knowledge and skills acquired through whole-class recorder and ukulele lessons. Children can use performance skills to perform to an audience. Children can confidently use a bank of a rich

vocabulary to extend into all areas of the curriculum. Children can articulate their knowledge of significant composers and explains ways that music has changed over time.

By the end of EYFS pupils will be able to...

- show a continued interest in music and music related activities
- be confident to try new activities and initiate new ideas
- maintain attention, concentrate, and sit quietly when appropriate
- work as part of a group or class, taking turns and sharing fairly
- explore and experiment with sounds
- listen with enjoyment and respond to songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
- sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- speak clearly and audibly with confidence and control and show awareness of the listener
- recognise and explore how sounds can be changed
- sing simple songs from memory
- recognise repeated sounds and sound patterns
- match movements to music
- use their imagination in music, dance, imaginative and role play and stories
- express and communicate their ideas, thoughts and feelings by using a variety of songs and musical instruments
- move with control and coordination
- show awareness of space, of themselves and of others

By the end of KS1 pupils will be able to...

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically (including recorders).
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

By the end of KS2 pupils will be able to...

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (including ukulele).
- 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
- have a developed an understanding of the history of music.

Written and approved: March 2022

To be reviewed: September 2023