



Sleights Church of England
(Voluntary Controlled) Primary School

Music Policy

March 2022

**This policy was reviewed in March 2022, following careful consideration of the music curriculum review, Covid-19 and its implication on the curriculum delivery.*

*Working together to be happy; to flourish; to succeed
through our Christian values
perseverance, respect and trust.*

Music at Sleights

“Music is 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.”

The National Curriculum for Music in Key Stage One and Two, 2014

The teaching of Music at Sleights is underpinned by the ongoing development and acquisition of knowledge and skills. This development and acquisition occurs as a result of our own school's curriculum sequence and progression, which maps out the core knowledge and skills children need to be highly effective musicians.

The delivery of music at Sleights is based on the Model (non-statutory) Music Curriculum (March 2021), supported by Charanga.

About this policy

This policy intends to outline the policy and procedure for teaching and learning in music at Sleights Church of England (Voluntary Controlled) Primary School.

In our Church school, our vision is to “work together to be happy; to flourish; to succeed”. This policy intends to outline how our whole school community lives this out in relation to curriculum planning and learning in music. Our Christian Values are firmly rooted in this policy.

Christian Value	How is this value lived out in our music policy?
Perseverance	<i>I can do all things through Christ who strengthens me</i> (Philippians 4:13) Music presents children with challenges and successes. At Sleights we believe that one of the most important factors in successful child centred learning is perseverance. In building new music skills and developing those that children have already acquired, it is important that children have the opportunity to repeat skills. Music also enables opportunities to refine, review and improve. As children develop skills over time, children will be supported to persevere and recognise that a performance, or skill requires process and practise.
Respect	<i>So in everything, do to others what you would have them do to you</i> (Matthew 7:12) Learning about the work of other musicians, including peers, requires respect for others and their approaches. We recognise that individual musicians and their work can prompt a range of responses from individuals. We also recognise that appreciation and understanding of these responses is a vital aspect of musicianship and understanding. Respecting and appreciating music is a key, valued skill.
Trust	<i>My God is my strength in whom I trust</i> (Psalm 18:2) Our children are encouraged to trust one another, work as a team with their peers, class and school family. In music, evaluating your work and others is a key element where trust is required. Children are supported, in a trusting environment, to share and receive feedback about their work, approaches and that of others.

Music at Sleights

Music at Sleights involves:

Dedicated curriculum time to engage in sequenced learning opportunities relating to music theory and practical work.

Specialist provision, including whole class band sessions, for children in Key Stage Two.

Developing a secure knowledge and understanding of music experience (tacit and procedural **substantive** knowledge)

Acquisition of skills and knowledge about how music (declarative **disciplinary** knowledge)

Intent of our Music curriculum

The National Curriculum states that in music, children will:

- 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.

The children at Sleights will be provided with a curriculum offer for music designed to:

- support children to learn more and remember more through a deliberate, incremental and progressive music curriculum.
- identify crucial learning, which is placed in context and connected to other knowledge.
- gain a secure understanding of musical styles and composers.
- build on and develop music knowledge and skills in a well sequenced and structured progression across their time at Sleights.
- support children's acquisition and progressive understanding of substantive and disciplinary knowledge.
- support children in knowing and using confidently, a wide variety of musical terms.
- secure an understanding of the processes involved in improvising, composing and performing, through development of songs.
- equip every child with the practical opportunity to learn how to play an instrument, as part of a band, during their time in Key Stage Two.
- enable children to understand a range of musical skills, concepts and vocabulary, which can be used widely across the planned curriculum and beyond.

Implementation of our Music curriculum

Music is implemented at Sleights through:

- timetabled, high-quality lessons, which enable children with the time and opportunities to develop their music understanding and skills over time. The equivalent of one hour per week is allocated to music teaching, although this can be distributed across smaller sessions.
- high quality lessons, delivered with support of the 'Charanga' music scheme.
- specialist teaching sessions, including recorders, choir and wider opportunity music band, for full classes.

- the use of a progressive long term plan, which is organised so that children can build an increasing knowledge base of the music knowledge and skills.
- a half termly focus on an area of music development in Key Stage One, to equip children with the building blocks and understanding to effectively approach new learning across Key Stage Two.
- a termly focus on an area of music in Key Stage Two, which is supported by whole class band lessons, or learning and performing identified songs to sing.
- ongoing opportunities to acquire and apply declarative knowledge relating to music, including evaluating the work of others and understanding the process of composing your own piece.

In addition, a wide range of individual or small group lessons take place across the school week, where children engage in enrichment sessions to learn an instrument or are trained to sing.

Learning in music is recorded in a variety of ways, but primarily the work completed is practical, so videos and photographs are the most common approaches.

Implementation: The content of the Music Curriculum at Sleights

Music at Sleights focuses on the acquisition of new knowledge and building on prior learning. This curriculum is deliberate, incremental and progressive. Across the curriculum, children are provided with a range of opportunities to acquire, develop and extend knowledge relating to three pillars of progression in musicianship.

	Technical	Constructive	Expressive
Which focuses on...	how to play instruments and how to sing (including music technology).	how music works, how it is built and how musical components come together.	how music over time and across cultures and eras has significance and has developed.
Identified in the Ofsted Music Review (2021) to include:	<ul style="list-style-type: none"> • The technique of singing (posture, projection, control) and playing instruments (hand and body, control over the instrument). • Technical knowledge of music technology. • Knowledge of technical systems for notation, tablature, programming. 	<ul style="list-style-type: none"> • Knowing how music works – scales, chords, keys, systems, form, structures. • Deconstructing (analysing) and constructing (creating) 	<ul style="list-style-type: none"> • Knowing music’s provenance – history, culture, social, geography, purpose and meaning. • Knowing how musical elements (tempo, dynamic, timbre, pitch) work together in an inter-related way to give musical expression. • Applying technical and constructive knowledge in the context of expressive knowledge to give personal musical meaning.
Examples of this at Sleights include...	<ul style="list-style-type: none"> • Singing lessons • Whole class band 	<ul style="list-style-type: none"> • Identified units of work or lessons on composing and elements of constructing music (e.g. exploring pitch, tempo) 	<ul style="list-style-type: none"> • Ongoing opportunities across the curriculum for decreasingly supported music appraisal and review

These pillars are not considered in isolation but, instead, across planning at Sleights, ongoing opportunities within individual sessions and units of work are provided. Combined opportunities for technical, constructive and expressive development at Sleights are designed and planned to support all children’s musical understanding.

Alongside the pillars of our music curriculum, the key learning and knowledge that children will acquire and develop whilst at Sleights is identified in three different ways:

Substantive knowledge (sometimes referred to as 'sticky' learning)

- **Procedural knowledge:** Refers to what is exercised in a performance or task.
- **Tacit knowledge:** Refers to the knowledge gained through experience that is often difficult to put into words.

Disciplinary knowledge

- **Declarative knowledge:** Refers to facts and information relating to music.

Further information about teaching and learning relating to substantive and disciplinary knowledge can be found in this policy.

As children move between classes and Key Stages, staff carefully identify the level of proficiency that children have in using and applying skills taught. Before introducing or developing understanding of a skill, low stakes assessment opportunities are built into sessions to ensure a secure understanding.

Implementation: Substantive Knowledge

Our own curriculum progression identifies how children make progress in relation to developing **Substantive knowledge and skills** (sometimes referred to as 'sticky' learning)

- **Procedural knowledge:** Refers to what is exercised in a performance or task.
- **Tacit knowledge:** Refers to the knowledge gained through experience that is often difficult to put into words.

At Sleights, substantive knowledge refers to the 'know how' of music, such as playing an instrument and singing. In line with the 2021 non-statutory model music curriculum, substantive knowledge and skill progression at Sleights relates to:

- Singing
- Listening
- Composing
- Performing

Our progression documents identify key milestones in relation to intended acquisition of knowledge and skills for each identified specialism. These milestones are grouped into Key Stage One, Lower Key Stage Two and Upper Key Stage Two. In Early Years, the progression is broken down into four groups, beginning at birth and concluding at the statutory Early Learning Goal.

Within each specialist area, knowledge is organised on our own planning to provide a clear progression, development and expectation. The specialist area is broken down into core elements, which have been sequenced on plans to detail progression. Staff use the progression documents and individual planning frameworks from Charanga to support lesson planning and delivery.

An example 'Progression Guide' from Charanga, which is designed to demonstrate the expectation and progress within each identified unit.

Year 1 Musical Progression Guide (to use with the Assessment Guide)

Black text: Most children will be working at this expected standard. **Blue text:** Others will be working at greater depth.

Unit 1: How Can We Make Friends When We Sing Together?

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 1			
Tempo: 100bpm Time Signature: 4/4 Key Signature: C major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G	Tempo: 100bpm Time Signature: 4/4	Key Signature: C major Improvise section using: C, D, E		
Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Find The Beat	N/A	N/A	N/A	N/A	
1-2-3-4-5 (Glockenspiel) 4/4, C major, 132bpm	C, D, E, F, G (Crotchets)	C, D (Minims)	C, D, E	C, D, E	C, D, E, F, G
Head, Shoulders, Knees And Toes	N/A		N/A	N/A	
Shapes (Glockenspiel) 4/4, C major, 96bpm	C, D, E (Crotchets)	C, D (Crotchets)	C, D, E	C, D, E	C, D, E, F, G
We Talk To Animals	N/A		N/A	N/A	
We Are Together (Glockenspiel) 3/4, C major, 124bpm	C, E, G (Crotchets)	C, E (Crotchets)	N/A	N/A	

Implementation: Disciplinary Knowledge

At Sleights, children develop **disciplinary knowledge** through skill progression plans, which carefully set out how children will develop music skills, which can be used across the curriculum in multiple ways.

Our own curriculum progression identifies how children make progress in relation to developing **Disciplinary knowledge and skills**:

- **Declarative knowledge:** Refers to facts and information relating to music.

At Sleights, disciplinary knowledge and skills in music refers to:

- Musical elements
- Texture
- Timbre
- Dynamics
- Tempo
- Pitch: Melody
- Rhythm
- Pulse/Beat/Metre
- Listening and Responding

Each year group also has clearly identified key vocabulary which children are expected to build proficiency and confidence in using across their time at Sleights.

When considering disciplinary knowledge, our music curriculum also considers the history, culture and musical styles. Children across the curriculum at Sleights enjoy songs from a range of musical styles and periods. A clear breakdown of the styles and songs used across our school can be found in our "Musical Styles" document.

Implementation in Early Years

At Sleights, music begins in the Early Years, where children become familiar with songs and build an increasing confidence in well known nursery rhymes or music pieces. Using the expectations for music, set out in the Early Learning Goals, carefully identified curriculum intent for our Early Years' children recognises the incremental steps in knowledge and skill acquisition that is expected across our Pre-School and Reception classes. These areas focus on **being imaginative and expressive**.

In line with Early Learning Goals, by the end of Early Years, children will be able to:

- 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.

Children in Reception are supported to explore musicianship through the use of the BBC's Ten Pieces and the Charanga music scheme.

The focus and development of music skills in Early Years Foundation Stage ensures that, before children embark on their Key Stage One journey, they have already acquired a secure understanding of early music.

Implementation in Key Stage One

Building on the understanding of music gained in Early Years, children across Key Stage One develop an increasing knowledge of:

- using their voices expressively and creatively by singing songs and speaking chants and rhymes.
- playing tuned and untuned instruments musically.
- listening, with concentration and understanding, to a range of high-quality live and recorded music.
- experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music.

Six units of music are completed in Key Stage One each year. The school's long term plan works on a Year A and B cycle. This enables children to build breadth and depth of crucial early music building blocks, in order for them to continue learning successfully in Key Stage Two.

Implementation in Key Stage Two

Across Key Stage Two, children are 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.

Building on children's acquired knowledge of music and related skills, in Key Stage Two at Sleights, children begin learning an instrument, as part of whole class tuition. These sessions are completed alongside planning units for music. Alongside the full year of instrument tuition, children in Key Stage Two complete three taught Charanga units and learn identified songs (linked to wider curriculum and history eras being studied).

As some of our classes in Key Stage Two are mixed age, our curriculum design is reviewed annually, to ensure that children are provided with ongoing, progressive learning opportunities in music.

Implementation: Supporting pupils, including pupils with special educational needs and/or disability

Ensuring access to the curriculum for all children, regardless of background, special educational need and/or disability is an essential aspect of teaching and learning at Sleights. Our approach to the curriculum for children with special educational need(s) and/or disabilities aims to ensure that children with differences are

able to learn about a subject, remain focused, manage and complete tasks with a sense of achievement, whilst also being challenged.

This will be supported and achieved through a range of ways, including:

- Additional repetition of learning to support embedding the knowledge (to help the children to remember the knowledge).
- Repetition tasks take the form of retrieval tasks and activities, in addition to learning the same information in different ways over several lessons.
- A wider range of practical activities in the curriculum to support children's individual needs, including a range of recording methods.
- Reading differentiated to support lower-level readers.
- A range of practical resources and support tools to enable access to the curriculum.

Impact: how do we ensure that children are making progress and learning?

Assessment for learning is fundamental to raising standards and enabling children to reach their potential. Assessment in music takes place during and after each taught session, using a range of strategies such as marking and feedback, verbal discussions with children and response time.

The assessment journey in music is observed through ongoing review of children's application and understanding of skills. This is identified through work completed in lessons and evidence produced.

The three pillars of music (technical, constructive and expressive) are combined and delivered to children as **composite tasks**. These are complex tasks, where all elements of a combined learning phase are brought together and form the basis for assessment. This will give children an opportunity to showcase the individual skills being successfully brought together as one. These will be used by teachers as ongoing assessment opportunities, or a review of learning at the end of a unit of work.

In addition to identifying the impact of teaching and learning of substantive knowledge, assessment of children's disciplinary skills is also made. These transferable skills are taught alongside substantive knowledge and assessed formally each term (assessments recorded on the half term). Teachers make informed assessment decisions based on activities and learning. These assessment decisions identify whether a child is demonstrating that they are meeting the expected standard, working towards it or exceeding it.