

**Last Reviewed: February 2023**

**Next Review: February 2026**



## **St. Laurence C.E. Primary School Music Policy 2023**

This policy outlines the teaching, organisation and management of the Music taught and learnt at St. Laurence's C. E. primary school. It reflects the school's values and ethos. The implementation of the policy is the responsibility of all the teaching staff.

### **Curriculum Statement**

#### **Intent**

At St Laurence's Primary School, we provide opportunities for all children to compose, perform, listen to and discuss music. We provide a purposeful curriculum, aimed at preparing pupils for performances. Pupils are given the best start to their musical journeys by accessing high-quality lessons, delivered by specialists. Each music lesson is driven by the inter-related dimensions of music.

At the core of all we do is our three main values: creativity, trust and wisdom.

As a creative medium, music is an ideal subject to enable our pupils to express themselves. Throughout the year, all pupils are given the opportunity to perform: regular church services, nativity performances and end of year shows – to name but a few.

We develop trust amongst our classes through group performances and make sure that all the participants of performances (on and off stage) know how to respect one another.

#### **Implementation**

Through the year, every class from Year 1 – Year 6 receive a term-and-a-half's worth of direct music teaching. When music is not timetabled, they have weekly singing assemblies lead by a music specialist and engage in preparing for musical performances.

In EYFS, music is delivered as discrete lessons and interwoven into all subject areas.

Pupils also have the opportunity to take up instrumental lessons – provided by Shropshire Music Service. There is also a choir and an orchestra that pupils can join.

#### **Disciplinary Concepts**

Disciplinary concepts define how someone successfully uses their knowledge of principles, theories and processes to improve their understanding of their chosen subject. In order to make this clear for pupils, we describe disciplinary concepts as "Being a Musician..." and in our curriculum, they are defined as:

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- Singing
- Composing
- Playing
- Performing
- Listening
- Analysing

### **Substantive Concepts**

Substantive concepts are concepts that repeatedly appear in subject areas and pupils deepen their understanding of over time. In music, our substantive concepts are the seven interrelated dimensions of music:

- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure

For each unit of work, pupils are given vocabulary lists of substantive concepts and substantive knowledge. The substantive concepts will reappear in these lists with the expectation that pupils will deepen their understanding over time. The words pertaining to substantive knowledge will usually be new learning.

### **Musicality**

By the end of their educational career with us, we want pupils to be confident discussing music that they have listened to – justifying their opinions using the interrelated dimensions of music; have had the experience of learning to play a range of instruments and to have the confidence to express themselves through music (musicality). One way in which we ensure that pupils develop their musicality is through how we structure singing in class.

### **EYFS**

In EYFS, pupils learn simple rhymes and songs that they begin to sing in unison. There is a focus on singing in time with the pulse and within a group. There is a greater emphasis on singing rhythmically together.

### **KS1**

In KS1, more focus is put upon singing tunefully – pitch matching with one another and in tune to an accompaniment. By the end of Year 2, pupils should be able to sing tunefully and rhythmically in unison and start to explore how to add expression into what they sing – this could be by varying dynamics or putting emphasis on key words and phrases. Pupils excelling in singing may be encouraged to sing solo at this point. Most songs will be learned orally and from memory at this point.

### **LKS2**

In Year 3 and 4, the complexity of the songs being learned will be greater in terms of range and rhythmical complexity. Pupils should also begin to discuss how they engage with the music. This could

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involve looking at coming in and out after musical interludes; considering how emotion can affect the way you perform or looking at how posture and body language can improve a performance.

## **UKS2**

In Year 5 and 6, we would expect pupils to be able to choose how to apply the interrelated dimensions of music to add variety and colour to the songs that they sing. In group singing, most pupils should be able to sing as part as a group, with elements of splitting into two or more parts.

During half terms where classes do not have whole class music, pupils will focus on developing their musicality through singing – which will often be showcased in church services and other performance opportunities such as class assemblies.

## **Impact**

By offering pupils quality, purposeful music lessons delivered by specialists, our pupils are inspired to pursue their own musical interests. Our curriculum provides pupils with the framework they need to justify their musical thoughts and opinions.

## **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. At St Laurence's, we use summative and formative assessment to determine children's understanding of the substantive knowledge they have learned within a unit and how their understanding of substantive and disciplinary concepts is progressing over time. Assessment is supported by use of the following strategies:

Observing children at work, individually, in pairs, in a group and in class during whole class teaching.

Using differentiated, open-ended questions that require children to explain their understanding.

Provide effective feedback, including interactive marking, where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.

Moderation of the work being produced: videos, audio recordings, live performances and any composition or research too.

Use of specific and measurable learning questions for each lesson which children and teacher's review against the agreed success criteria.

Each child's attainment and progress in Music is formally reported to parents at the end of the school year in the end of year report.

Each unit of work ends with an assessment opportunity, which should assess against the disciplinary concepts, substantive vocabulary list and link to the national curriculum

In the Early Years, children are assessed according to the Development Matters attainment targets and at the end of the Foundation years against the Early Learning Goals.

## **Cross-curricular links**

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Working alongside our lead practitioners, staff ensure that the Music curriculum links to at least one element of the curriculum they are working on.

### **SMSC Development**

Spiritual education in music inspires awe and wonder at the natural world. In looking at their own locality and others in the world, children's sense of identity and community can be strengthened. Cultural education involves the study of cultural music in real places in the present and past. It provides opportunities for multi-cultural education through recognising similarities and differences. Through their growing knowledge and understanding of musical genres, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely upon each other.

### **Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject;
- To ensure a full range of relevant and effective resources are available to enhance and support learning
- To model the teaching of music
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase
- To lead further improvement and development of the subject as informed by effective subject overview
- To ensure that the music curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

### **Equal Opportunities**

At St Laurence's we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

### **Gifted and Talented**

At St. Laurence's each teacher will liaise with the gifted and talented co-ordinator to ensure individual children's needs are met and that appropriate targets are set and reviewed regularly. Class teachers are mindful of the extra needs of gifted and talented children, different questioning techniques and activities to allow further progression and challenge.

### **Inclusion**

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All pupils are entitled to access the Music curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are well adapted, to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children can make progress in each curriculum area, according to their full potential.

### **Role of the Governors**

Governors are responsible for ensuring the effective delivery of the National Curriculum in Music. The subject leader will ensure that the Governing Board is kept up to date with the actions and initiatives which are relevant to the subject. Regular reviews of action plans are sent to the governors throughout the year and the governors meet with subject leads and provide link governor reports to the governing board annually.