	<h1 style="margin: 0;">CLIFTON COMMUNITY PRIMARY SCHOOL</h1> <h2 style="margin: 10px 0 0 0;">MUSIC POLICY</h2>
<p>'Enjoy and Achieve Together'</p>	

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Change History

Version	Date	Change Description	Stored
1	February 2020		
2	January 2022	Change in scheme. Early Learning Goals for EYFS	Staff Shared
3	Feb 2023	Updated protected characteristics.	Staff Share
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CLIFTON PRIMARY SCHOOL

CURRICULUM POLICY FOR MUSIC

Mission Statement: 'Enjoy and Achieve Together'

At Clifton Primary School we believe it is important that:

- Children are given the opportunity to develop musical skills and concepts through listening, appraising, performing and composing.
- Children are given the opportunity to develop social skills through co-operation with others in the shared experience of music making.
- Children develop an understanding of musical traditions and developments in a variety of cultures.
- A broad and balanced music education is the entitlement of all children, regardless of ethnic, origin, gender, class, aptitude or disability.

Intent – what we will do

Knowledge:

We want our children to:

- 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.
- Gain and use a musically grounded understanding of terminology and correctly use musical vocabulary.
- Be motivated to enjoy and succeed in music.

Skills:

We want our children to:

- Develop an understanding of musical processes.
- Develop the skills of listening, appraising, performing and composing.
- Develop the use of musical language.
- Develop the use of technology for performing, composing and recording.
- To use musical skills across the curriculum.

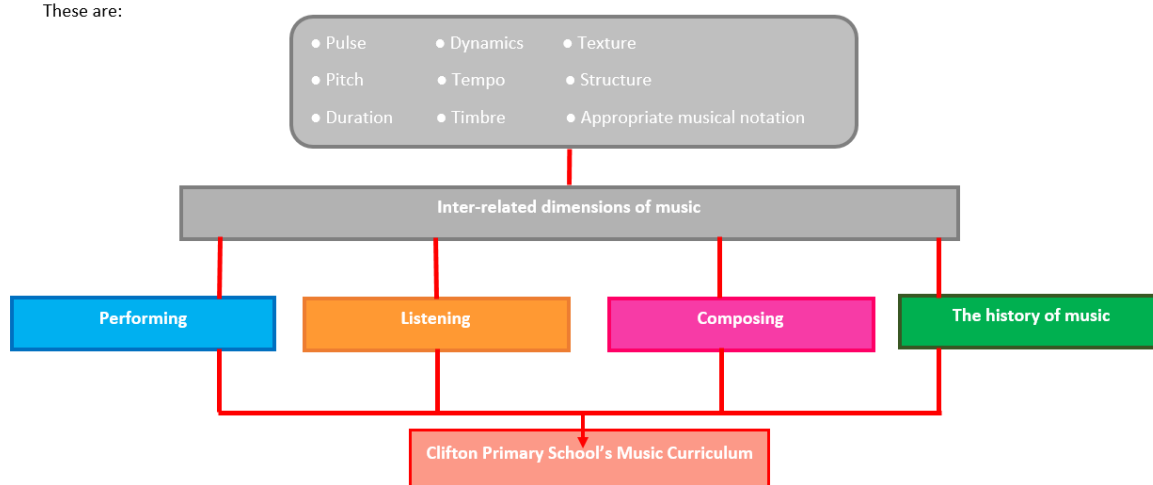
Implementation – how we will do it

We aim to:

- Teach music, through the implementation of the national curriculum, in ways that are engaging, imaginative, purposeful, well-resourced and enjoyable to all.
- Give clear and accurate teacher instructions and explanations, and offer both skilful questioning and the opportunity for children to respond and ask their own questions.
- Allow the children to make clear links between music and other curriculum subjects.
- Ensure children are given enough experience in the music curriculum to **perform, compose, listen and appraise**.
- Offer ample opportunities for practical learning, enquiry and WOW moments.

The inter-related dimensions of music are the building blocks of music and run throughout our curriculum.

These are:



At Clifton music is taught termly, with the teaching and learning of music being taught through performing, composing, listening and appraising. We ensure children are exposed to many different musical experiences throughout their time at school, revisiting previous knowledge and skills in which to build upon.

Music should be taught throughout the school, establishing cross curricular links where possible, e.g.: Early Years, Literacy, Maths, History, Physical and Creative development.

As well as music lessons in class, whole school singing assemblies take place weekly and are usually led by the music subject leader. Pupils are also given the opportunity to take part in musical productions throughout the year, including a Nativity in EYFS/KS1 and a show in KS2.

The children are also provided with the opportunity to take weekly lessons with a specialist music teacher to learn to play instruments, such as guitar and violin.

We have reviewed our Scheme of Work and are using 'Kapow' throughout the school. This serves as a base to aid and enhance our teaching, but is not intended to be rigidly adhered to. Teachers should make professional judgements about when to adapt, miss out or add additional materials where this would benefit learning.

The teaching of Music in the EYFS:

In EYFS music is important part of the topics covered over the year and it is integrated into their learning and continuous provision. We relate this to the musical aspects of the objectives of the ELG and EYFS framework, focusing on Expressive Arts and Design.

By the end of the EYFS children will have been taught to:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, 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.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and –when appropriate- try to move in time with music.

The teaching of Music in key stage 1 [KS1]:

By the end of Key Stage 1 children will have been taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure).

The teaching of Music in key stage 2 [KS2]:

By the end of Key Stage 2 children will have been taught to:

- Improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure).
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Experience, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop their understanding of the history of music.

In KS1 and KS2 the curriculum overviews are available on a shared file.

Impact - what we can do now:

Assessment and recording:

We collect evidence for impact in the form of:

- Photographic evidence
- Video/recorded evidence
- Pupil voice
- Learning walks – learning which is displayed on a working wall
- Open mornings for parents – to experience a music lesson with their child/children.
- Reports to parents are written once a year, describing each child's attitude and attainment in music.

Each topic commonly contains a WOW lesson and this may be used to find out what the children already know. The learning objective for the lesson is always shared with the children. However, this may not always be at the beginning of the lesson.

Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve on for next time. Opportunities for self-generated questions are sought and children encouraged to seek the answers.

Safeguarding, Inclusion and Equal Opportunities:

Safeguarding, Inclusion and Equal Opportunities:

At Clifton we have high aspirations and expectations for all children. Children learn and thrive when they are healthy, safe and engaged. In all subjects we are committed to safeguarding children and as such we maintain an ethos where children feel safe, encouraged to talk and are listened to. We ensure that children know they can approach and talk to adults if they are worried or in difficulty. We support children with their emotional wellbeing and health, recognising that subjects may sometimes be sensitive for children. Clifton Primary believes in inclusion and equal opportunities meaning that all children should have access to a broad and balanced curriculum, Music which enables them to make the greatest progress possible according to their individual abilities. We provide learning opportunities that are matched to the needs of the children making reasonable adjustments where needed. Lessons are planned in advance addressing any potential areas of difficulty and barriers to the children achieving are removed. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children's learning who need further challenging.

Protected Characteristics

In adherence to the Equality Act 2010 the staff at Clifton Primary are not only aware of the protected characteristics but accept fully that it is unlawful to discriminate against anyone on the grounds of disability, age, race, gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage or civil partnership or sex. Furthermore, at Clifton it is the responsibility of all teachers to ensure that all children's protected characteristics are fully recognised and that irrespective of SEN, gender, ethnicity, sexual orientation, LGBTQ+, social circumstance and ability (including gifted and able children), ALL have access to the curriculum and make the greatest progress possible. We also ensure that where possible, materials utilised in lessons are broad and reflective of the diverse society we are a part of.

Review:

This policy will be reviewed annually by the music curriculum leader.