



Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

Music Policy

INTENT – Purpose and Structure

Our music curriculum is based around the principles of evidence led practice. We aim for children to be exposed to a variety of different musical genres. There is a focus on core areas of study: performing, composing, musical notation, study of seminal musicians and compositions, study of the history of music.

At Shankhill School, we will ensure our children become musicians by making sure they meet the National Curriculum expectations, 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

The Music curriculum is organised into blocks with each block covering a particular set of disciplines, including singing, untuned percussion, tuned percussion and studying a range of instruments. Our curriculum is knowledge based with skill development with a focus on high quality development of children as musicians.

Teaching and learning follows our Six Phases of Learning model to ensure that learning: connects to prior learning; is taught explicitly; children are given time and support to understand and deepen their learning, and are challenged appropriately. Our curriculum is rich in vocabulary, knowledge and skills that are progressive and transferable.

Our Music key concepts, long term overview and EYFS expressive arts and creativity documents show how knowledge progresses from Nursery through to Y6 and beyond.

"This school continues to be good... maintains good quality education... pupils gain a sense of achievement from their lessons... they display excellent attitudes towards their learning... behaviour in lessons and around school is impeccable... Staff are welcoming and inclusive... strong Christian values are promoted well... (results) well above that of other schools nationally" Ofsted 2019
Staff "strive to ensure that pupils are happy, while making education fun and enjoyable." Parent View 2018



IMPLEMENTATION

All teachers provide inclusive, quality first teaching in Music by planning and delivering engaging and effective teaching and learning for their class. At Shankhill School, we follow the National Curriculum and primarily use the CUSP Scheme of Work as a guide to support teachers with their planning and assessment. As we have two mixed-age classes, children come across knowledge and vocabulary in a two or four year rolling program to ensure National Curriculum coverage, whereas skills are built upon each academic year.



Connect



Explain



Example



Attempt



Apply



Challenge

Our clear, cumulative curriculum is taught through our six phases of learning, so that every child has equal opportunity to learn the rich vocabulary, knowledge and skills in a clear progressive manner. Pupils are explicitly taught the vocabulary, knowledge and skills required then are supported and challenged to learn, use and deepen their understanding accordingly. This knowledge is included in a knowledge organiser and taught using knowledge notes.

Quality first teaching using a range of monitoring, feedback and assessment strategies provides opportunity to intervene and support learning in the moment. Support can also be from a variety of strategies such as personalised learning activities, resources and adult support; pre/post-teaching or interventions.

The use of knowledge notes allows teachers to make reasonable adjustment for pupils with SEND / EHCP to help make sense of the content.

We have created our own long term sequence that is rich and progressive in knowledge and vocabulary to clearly outline what pupils should know, be able to do and remember at key points in their primary education (end of: EY, KS1, KS2).

In Early Years children learn and sing a range of nursery rhymes, move to and talk about music and sing in a group or on their own, increasingly matching the pitch and following the melody. Children also play instruments with increasing control to express their feelings and ideas. They have access to a range of musical instruments as part of child led continuous learning.

Key Stage 1 and 2 use CUSP as a model, making connections where meaningful and purposeful. Teaching in KS1 focuses on tuned and untuned percussion before moving onto studying a range of musical instruments in KS2 and mastering the glockenspiel (lower KS2) and keyboard (upper KS2).

Our school has recently invested in a wide range of musical instruments including electric guitars, keyboards and ukuleles. This has allowed children a greater choice of instruments to learn and experience playing. There is an opportunity for children to access music tuition within school taught by an experienced peripatetic teacher and a music after school club is provided one day a week. Children participate in whole school musical productions and performances where they learn new songs and perform to an audience.

In our teaching and learning, we use a range of diagnostic, formative and summative assessments to gain a clear and deep understanding of what our pupils know and can do. In Early Years, assessment for learning is an on-going process throughout the day and plays an important part in our Plan, Do, Review approach to the Early Years curriculum.

In KS1 and KS2, during lessons, staff use in the moment feedback as all evidence points towards feedback being most impactful as near to the point of learning as possible and this is what the six phase lesson enables.

After each Music unit, teachers will assess the children's retention of the knowledge they have gained and how their musical skills have developed. Children are required to connect and explain their learning. Our monitoring cycle is planned across the year and our 3 year school improvement cycle. When music is in focus, there is additional time and resources budgeted so that a deep audit, review and evaluation of impact can be carried out, and actions completed. When music is not a main focus, leaders will complete light touch monitoring as outlined within their action plans.

IMPACT

Leaders and staff work collaboratively to monitor and evaluate the impact of music curriculum using a variety strategies, including:

- Learning Walks
- Pupil Voice
- Seeking views of other stakeholders: parents, carers, staff, governors, community.

These will show that by the end of each key stage, children know, apply and understand the substantive knowledge and skills specified in the music National Curriculum programme of study for KS1 and KS2 and the Expressive Arts and Design strand of the EYFS.

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked and age related expectation levels are reported to parents at the end of the reception year.

Children will have been exposed to a rich and varied curriculum journey that enables them to experience creative learning, personal achievement and happiness. Carefully planned use of resources, music tuition, musical and whole school performances and after school clubs all support learners to enhance and deepen their understanding. Our Music curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and vocabulary progression also forms part of the units of work.

This will culminate in pupils at Shankhill School being confident musicians, ready for the next stage in their learning.