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Coton-in-the-Elms C of E Primary School

Coton in the Elms Primary School Music Policy

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INTENT

1. Introduction

As stated in the 2014 National Curriculum, “Music is a universal language that embodies one of the highest forms of creativity.” With this in mind, Coton in the Elms Primary provides an exciting music curriculum with a breadth of opportunities which widen all children’s horizons. Our effective teaching will ensure that pupils make good rates of progress in music as well as develop their personal, social and emotional intelligence. These are vital transferable skills which will help children on their journey in our ever-changing world.

2. Ethos & Aims

The 2014 National Curriculum for music aims to ensure that all pupils:

- 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 Coton in the Elms Primary School we aim to deliver a high quality of music education which engages and inspires pupils to develop a love and enjoyment of music. We aim to give children opportunities where they can increase their self-confidence, creativity and sense of achievement. The opportunities we provide as a school will build resilience, perseverance and allow children to show compassion to others. We will help children acquire these skills by promoting both individual and group compositions, providing challenges and by teaching children to evaluate and improve their work. We encourage children to reach for excellence by having high expectations of behaviour, and effort put into in music. We teach high quality lessons and have a good subject knowledge, so we are able to differentiate appropriately and stretch children. We aim to provide children with enriching, real life experiences which promote a sense of awe and wonder and allow them to express talents and skills which may inspire them for later life. At Coton in the Elms, music is not only about becoming a musician but also about developing life skills that will allow children to reach their full potential in society.



IMPLEMENTATION

3. How is it taught?

Class organisation

The children will have music lessons within their class, however in some cases music will take place in the hall where there is more space.

Timetabling

Though children will follow the Music Express scheme throughout school (which is based on the 2014 National Curriculum) and gives teachers ideas and planning, teachers might additionally teach through a thematic approach where relevant and meaningful links can be made. This means that all pupils will still follow a set of progressive objectives for each year group and the teacher will aim to link these with the children's topic so that it is not seen solely as a discrete subject. This may mean that Music might carry a different weighting of planned curriculum time across different terms within the academic year.

Teaching techniques

As in any subjects, Music is taught through using a mixture of approaches. Children will have a variety of experiences where they participate through creating, performing, listening, evaluating and discussing. Singing will be at the heart of music at Coton in the Elms Primary School as we promote a love of this at the earliest stage possible through nursery rhymes, singing in cross curricular lessons, listening and singing to music learning videos, performing in Christmas productions, learning new songs and having whole class singing sessions carried out by music specialists. Other ways children fully participate in our music lessons is by playing a variety of tuned and untuned instruments, using ICT to record and evaluate and by accessing extra opportunities such as whole class drumming for Year Three and Four and the Key Stage Two production at the local theatre.

Vocabulary links

Children will learn a variety of age appropriate music specific vocabulary as they progress through the subject. This can be found on:

https://www.ducksters.com/musicforkids/music_terms_glossary.php

Working Walls

Teachers may decide a working wall would be beneficial in developing their sequence of lessons, however these are not mandatory. Photos of evidence and class resources can however be kept and displayed when effective to do so.

At Coton, we take pride in the extra-curricular music activities we create for our children. These include: doing a Key Stage performance in the summer or Christmas term; participating in Young Voices (a singing event with thousands of children at the NEC); and



inviting external singing teachers into school to work with classes of children. We also encourage learning instruments by paying for the wider opportunities scheme in school (where whole classes learn instruments) and the use of peripatetic opportunities where children can

have independent music tuition with different instruments. As well as this, we encourage musical activities in Golden Time on a Friday afternoon.

4. Planning & Progression

In the Early Years

As the Reception class uses the Early Years Foundation Stage Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development and should be an integral part of the Early Years Curriculum, whether it is used in counting songs to foster a child's mathematical ability, or by listening to songs from different cultures to increase a child's knowledge and understanding of the world. Creating their own music and ideas from this is also parts of the Expressive Arts Area of Learning and so should also be taught as its own lesson. Early Years music experiences include karaoke sessions, creating new sounds for different topics and singing with physical development activities.

Key Stage One:

The National Curriculum states that in Key Stage One pupils should be 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 inter-related dimensions of music.

In Year One, children are specifically developing their knowledge of using their voices in different ways, repeating patterns by singing and clapping, following instructions of how to change their voice and play a variety of instruments. They also work on responding to music and thinking about how music makes them feel and what they like or dislike in different pieces of music. The children will learn how to make different types of sounds and be equipped so that they can choose how to make a sound. By the end of the year, children should be able to follow sequences of sounds and create and perform their own sequences.

In Year Two, children should be able to confidently follow and sing a melody, sing and clap when there is a change in tempo(speed) and keep a steady beat when singing or performing with an accompaniment. They will be progressing onto playing rhythmic patterns on instruments and follow symbols. By the end of Year Two most children will be able to choose



how to make a sound with an intended effect and will understand how notation and symbols can be demonstrated through music.

Key Stage Two:

The 2014 National Curriculum states that in Key Stage Two pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be 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.

In Year Three, singing is still an important part of the curriculum, now doing this with more expression. They should be able to create their own melodies which will have a variety of different elements to them, repeat a variety of patterns in a composition and use a variety of instruments to be able to create patterns to accompany a piece of music. They should be able to create a specific mood when playing. They will also start to look at pieces of work by famous composers.

In Year Four, children should be able to sing songs from memory with accurate pitch. They focus even more on composing; improvising with different rhythmic patterns; following, sequencing and recording notation which includes a variety of pitch. Children should also understand about when silence is used in music. When working on composers and pieces of music, children will be able to identify classical composers and describe the character of pieces of music.

In Year Five, children will be able to sing and perform in different parts and maintain their part whilst other rhythms are taking place. When singing, children should be able to breathe correctly. Whilst singing or playing instruments, children will learn how to improvise within a group, change sounds or organise them differently to change the effect of the music effectively, compose music to meet a specific criteria and use notation to record a group of chords. They will be able to compare and evaluate compositions, making changes and using musical vocabulary. They will also be able to compare composers.

In Year Six, children will understand how to sing in harmony, perform parts from memory, use a variety of different musical devices in composition. They will look at the effect music



and the atmosphere has on audiences and be able to compare and contrast different composers and describe the effect their music has had on people throughout history.

5. Support for SEND Pupils & Inclusion

At Coton in the Elms Primary School, we ensure that Music is a subject that is accessible to all abilities. Research has shown how musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. We ensure Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. In Music, it is important that every child feels comfortable and is able to demonstrate their musical skills and compositions without feeling embarrassed. All teachers at Coton in the Elms endeavour to promote confidence and success. Children are also taught through a wide range of teaching styles i.e. kinaesthetic, visual and oral making it more accessible to all. Through thematic planning, children are encouraged to learn songs and types of music from other cultures to broaden their own understanding of the world and ensure that every child at the school feels included.

In addition to this, Coton has a variety of musical instruments, some from other countries, so that all children have the opportunity to play and have an insight into music from all around the world. In Lower Key Stage 2, all children participate in whole class drumming lessons throughout the year. Where children may have greater sensory needs, smaller sessions, TA support or the use of headphones could be provided.

To open children's eyes to the awe and wonder music can provide, all children in Key Stage Two are provided with the opportunity to take part annually in Young Voices. This is a national singing event, held in arenas all over the country. Thousands of children learn songs and dances, which they perform together with famous singers and a live orchestra.

The National Plan of Music, due out in Autumn 2020 will continue to reinforce how children from all backgrounds and with all learning needs should be able to access a full range of musical opportunities, including learning instruments. This will also be putting in place arrangements to make music more accessible through the use of ICT and will include using Music Hubs to support schools.

6. Cross Curricular Links

The teachers will develop their music lessons based on their termly planning theme. This will only happen where there is a relevant and appropriate link which can be made to the music curriculum. This may mean that Music has a geography focus one term and a scientific theme another time. When this is not appropriate for their topics, Music will be taught discretely. If beneficial, teachers will use Music to develop other subjects also, for example learning a number bond song in Maths.



IMPACT

7. Assessment & Recording

As music is often such a hands-on lesson, the assessment of music mainly takes place through observation and discussion. Observation is used to note pupil's understanding when listening and appraising, and self-assessment and peer assessment can also be invaluable. Audio recordings and photographs provide an opportunity for assessment and written recording can sometimes be a guide.

The Foundation stage, plans and teaches music based upon the Development Matters statements. The ELG (Early Learning Goal) is what is expected at the end of the Foundation year. Music is covered under Expressive Arts and Design. Children are then given a grade to demonstrate whether they are emerging (still working towards), expected (meeting the objectives for their age independently) or exceeding (working beyond the objectives).

In Years One to Six, teachers follow the progressive objectives which link to the National Curriculum Attainment Targets. Teachers will then record their assessments based on these objectives. When a teacher evaluates performing and composing, the emphasis is on quality and how confidently the children are meeting the objective for their intended year group. The teachers will then record this on ALPS (the school's online assessment system). Teachers will record whether children are below the expected level for their year group, whether they are developing (starting to understand but need a little more time to work on it), or whether they are secure in this objective and are able to confidently demonstrate this. Teachers will update ALPS every half term and then by the end of the year will be able to track their progress and be able to give an overall judgement as to how the children have achieved throughout the year.

8. Monitoring

The Music Subject Leader will oversee the subject across the academic year by carrying out termly monitoring of the coverage. This will involve looking at the 2-year planning cycle for each class and monitoring that there is significant music coverage taking place. As well as this, each half term the teachers will be expected to update the music assessments on ALPS, based on the coverage taught. The Music Subject Leader will monitor this and assess the progression of musical learning taking place. This will include looking through evidence collected, which should be uploaded to the music folder on Ndrive. At specific points of the year, the Music Subject Lead will do observations of music taking place, collect pupil voice and teacher feedback to develop CPD. At the end of the year, the Music Subject leader will look at the data to collect, review and feedback the progress that has been made in Music for each class over the year.



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