



Salisbury Primary School

Music Policy

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Salisbury Primary School - Music

1. Curriculum Statement

Intent

The **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.

Key stage 1

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

Key stage 2

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.

Implementation

Music is taught from Early Years up to Year 6 at Salisbury Primary School. In Early Years, we teach music as an integral part of the topic work covered during the year. We relate the musical aspects to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Counting songs foster a pupil's mathematical ability, and songs from different cultures increase knowledge and understanding of the world.

Salisbury Primary School provides opportunities for pupils to take part in a range of music activities. We provide opportunities throughout the year for budding musicians to perform for the school community. This includes ensemble performances as part of assemblies and concerts. This recognises their achievements and celebrates their success. We also demonstrate and encourage our school values through assemblies and class, whole school or community performances. Where possible we invite our parents and carers to musical activities / events.

Impact

Music is a social activity which helps pupils to develop skills that will be essential in later life. The impact music has on pupils at Salisbury is:

- presenting oneself in front of others
- listening skills and sensitivity to sound
- imagination and inventiveness
- intellectual and artistic skills and the ability to analyse and solve problems and develop ideas
- lengthened attention and concentration span
- concern for accuracy
- communication skills (verbal as well as non-verbal)
- social skills, such as cooperation, resourcefulness, perseverance, tolerance, self-confidence, working as a team, leading and being led
- self-motivation, self-discipline, self-analysis and self-evaluation
- awareness and appreciation of a wide range of cultural traditions

2. Teaching and Learning

Music takes place weekly for around 30 minutes to 1 hour. Each year group in the school will have one term of music taught by an outside agency. The other two terms the music focus is on singing. Pupils are taught to play a musical instrument with good technique appropriate to that chosen instrument. Instruments include keyboards, drum kit, steel drum, glockenspiel and melodica. The repertoire taught includes pop and rock music, film themes and instrumental pieces. The history of music is also discussed, along with social structures that may have given rise to a particular genre, for example; Brit Pop.

As a natural consequence of these lessons, pupils learn musical notation, signs, symbols and terms. From repeat marks, to dynamic contrast and timbre, pupils will understand musical

direction and more importantly, how to reproduce it when playing their instrument. Different abilities and speed of learning is always taken into consideration. More able pupils are challenged, others perhaps given a less challenging role to play in the class band. During the course of the school year, world music projects are taught, including steel drums and djembe. Pupils are encouraged and helped to pursue their individual interest on their chosen instrument.

Music is often taught and used within the wider areas of the curriculum, and to support and enhance the work done within the topics planned. Salisbury uses the national curriculum and skill progression statements for music as the basis for its curriculum planning. While there are opportunities for pupils of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that pupils are increasingly challenged as they move through the school.

3. Assessment

Ongoing assessment is a feature of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary. The lesson structure of music is designed to support this process and the reflect task at the end of each lesson also allows for misconceptions to be addressed. At the end of each blocked unit of work, pupils may complete a live music performance to further evidence learning. The outcome can be help to ensure that any identified gaps in understanding, can be addressed.

At the end of each school year, a London College of Music Examiner will assess Year 6, in the form of a formal practical music ensemble examination. These qualifications are accredited and appear on the National Qualification framework.

4. Planning & Resources

Our school uses the national curriculum / key skill progression statements as the basis for its curriculum planning. This has created an integrated, practical, exploratory and child led approach to musical learning.

The learning within this is based on:

- Listening and Appraising,
- Musical Activities (including Creating and Exploring)
- Singing and Performing.

While there are opportunities for pupils of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the pupils are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

The following resources are available to aid the teaching of music at Salisbury Primary School.

- Charanga! music scheme

- sound system in the hall
- A selection of instruments – for example glockenspiels, ukuleles and recorders, percussion

5. Organisation

The school has implemented a blocked curriculum approach to the teaching of music. This ensures pupils are able to focus for longer on each specific area of music and develop a more secure understanding over time. This approach is also designed to enable pupils to progress to a greater depth of understanding. Subsequent blocks continue to consolidate previous learning so that pupils continually practise key skills and are able to recognise how different aspects of music are linked.

6. EYFS

Music in EYFS at Salisbury is an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage, the musical aspects of the children's work relate to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

7. KS1 and KS2

At Salisbury Primary School, we aim to make music an enjoyable learning experience and encourage pupils to participate in a variety of musical activities, enabling them to gain the knowledge and skills to be successful in the subject. We provide opportunities for all pupils to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Music is often taught both discretely and within other areas of the curriculum. Our school adheres to the requirements of the national curriculum for music as the basis for its curriculum planning. Whilst there are opportunities for pupils of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that pupils are increasingly challenged as they move through the school.

8. Equal Opportunities and Inclusion

Every pupil, regardless of gender, ethnicity or ability is given equal access to all aspects of the music curriculum and participates fully in all music lessons. There is a commitment to value, explore and perform music of all cultures. Music plays an important part in the celebration of religious and cultural festivals

We recognise that in all classes, pupils have a wide range of musical ability, and so, we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the pupil. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;

- grouping pupils by ability and setting different tasks for each group;
- grouping pupils in mixed ability groups;
- providing resources of different complexity, depending on the ability of the pupil;
- using teaching assistants to support the work of individuals or groups of pupils

9. Role of the Subject Leader/Team

The subject leader/Team will:

- Work to raise the profile of music at Salisbury through best practice.
- Involve the school in 'celebrations' of music, including participation in events such as music concerts
- Monitor progression and continuity of music throughout school through observations and regular monitoring of outcomes of music performances.
- Ensure that all staff have access to year group plans and the relevant resources which accompany them.
- Organise, audit and purchase music resources.
- Ensure that all staff have access to professional development including observations of outstanding practice in the subject.

10. Parental Involvement/Home Links

At Salisbury we recognise that parents and carers have a valuable role to play in supporting their child's musical learning.

- Parents are informed of their child's progress at Parents' Evenings and this is also communicated in written school reports.
- The year group expectations are shared with parents so they are able to support them at home.
- We provide opportunities throughout the year for budding musicians to perform for the school community.
- Where possible we invite our parents and carers in to join to participate in music activities / events.

To be reviewed July 2027