

Charlton Kings Infants' School

Music Policy

Written by Eleanor Hunt

Governor Committee Responsible:	Provision	Governor Lead:	Chair of Provision
Status	Non-Statutory	Review Cycle	Bi-annual
Last Review	September 2023	Next Review Date	September 2025

Designation	Name	Date	Signature
Chair of Governors	Alan Waller		
Head teacher	Katie James		

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Our vision for music at CKIS



At CKIS we want to engage, inspire and challenge pupils to develop a love of music and their talent as musicians and performers, and so increase their self-confidence, creativity and sense of achievement.

Purpose and aims of music (Intent statement)

Our curriculum provides a broad range of experiences for our pupils: Our pupils' backgrounds, our culture and our climate for learning provide the **following drivers that underpin ALL areas** of our music curriculum:

- **Learning to learn** - which helps pupils to concentrate and focus and build resilience as learners

Music is often used to support learning across the curriculum, particularly using songs and rhymes. Music can be used to support memory and neural development and is a tool for promoting mindfulness or more thoughtful/focussed time. This can include: Songs to support learning in maths; calming music when practising handwriting; listening and mindful drawing to music; music to inspire writing.

- **Culture and Diversity** - which helps pupils to develop enquiring minds about the wider world

Children learn about composers from different countries, genders and periods of time. For example: Gustav Holst; Antonio Vivaldi; Claude Debussy; Stan Hugill (an English folk performer); John Williams (film composer); Matilda Casazola (a Bolivian songwriter); Manuel de Falla (Spanish composer and pianist).

- **Environment and Community** - which helps to instil in our pupils a respect for our environment and for our local and wider communities

Children are taught about different music traditions within different countries as well as their own. For example: Celebratory music for Diwali and Handel's 'Music for the Royal Fireworks'; Vivaldi's 'Four Seasons' to explore how the composer uses music to represent seasons through the year; the tradition of sea shanties; British folk music; Holst's Planet Suite to support our topic 'What's Out There?'; Victorian seaside music hall

- **Creative arts and physical development** - which helps our pupils to express themselves and excel as holistic learners

Children learn to express themselves through music, using instruments and their voices. They learn to respond physically to music through movement. They create performances using movement, instruments and voices in response to music through the year. For example: Baroque music from the time of the Great Fire of London; creation of rhythm, body percussion and movement in response to stories; pirate dances promoting gross motor coordination; development of hand-eye coordination using untuned percussion instruments.

We offer a thoughtful range of experiences that support our culture: pupils enjoy a 'full spectrum' of academic, physical, spiritual, moral, social, cultural activities that enrich their lives. We aim to ensure that all children have the confidence and skills to develop as resilient life-long learners.

Our music curriculum has been developed over time through:

- Engaging with Gloucestershire Music Services
- Using Whole Class Ensemble Teaching in KS1
- Delivering extra-curricular activities such as Year 2 choir
- Engaging with the wider community through performances by our choir
- Networking with other schools and settings

We aim for all pupils to:

- develop their understanding and appreciation of a wide range of different genres, styles and traditions of music, developing and extending their own interests.

- acquire the knowledge, skills and understanding to make music on their own and with others, learning to sing and to use their voices as well as performing with musical instruments and to use technology.
- 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.
- develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work. These include listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

The teaching of music at CKIS (Implementation)

At CKIS we want all children to experience music and to develop musical skills. We want them all to enjoy the music curriculum, gaining confidence in their own skills, be that individually or collectively. They will develop their skills of singing, listening, composing and performing through EYFS to KS1, in preparation for KS2.

At CKIS, singing is at the heart of our music curriculum. Children come together each week to sing in assembly, learning new songs together. In class, our 'Singing Strategy' ensures that by singing together as part of our daily routine children learn to sing together, in harmony, enjoying a variety of songs, many of which can be accessed in all classrooms through 'Sparkyard' and 'Sing Up!'

In EYFS, children experience music through a wide range of learning opportunities and it is covered by the 'Expressive Arts and Design' area of the Early Years Framework and Development Matters. Music is taught in rotation during the afternoons and children have access to musical instruments throughout continuous provision. Children sing songs regularly and as they are encouraged to make music using their voices, bodies, found materials, un-tuned and tuned instruments. They are encouraged to respond creatively to the music they make or hear and experiment with ways of making and changing sounds and music.

In Key Stage 1, music is taught each week. We teach the music curriculum through 'Sparkyard', which covers the whole curriculum of singing, listening, composing and performing.

This is an example of a termly overview in 'Sparkyard'. Each lesson has clear objectives, key vocabulary and suggested songs for all to follow.

YEAR 2, TERM 1 – CONTENT COVERAGE							
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Performing rhythms and movement to a steady pulse	Exercise: Rhythmic walk/run to a steady pulse	<ul style="list-style-type: none"> To maintain a steady pulse To copy pulse action sequences To compose call-and-echo movement sequences 	Sing Listen Improvise	Pulse Rhythm Structure Tempo			Coordination Funk Get Going Look What I Can Do!
	Musical Instructions teacher <2> learners	<ul style="list-style-type: none"> To perform movements to music To recognize and respond to musical instructions To recognize and begin to describe features of music (e.g. tempo, mood, timbre and pitch) 	Sing Listen Genre/History Musicians	Pitch Pulse Rhythm Tempo Timbre		French National Anthem (a) Introduction All You Need Is Love by The Beatles Shoebone Dance by Dave Brubeck	Sean Hannity Harriet Harwood
	Pass The Ball teacher <2> single session	<ul style="list-style-type: none"> To perform actions to a steady pulse To use movement to identify the first beat of the bar To develop ensemble skills 	Listen Play	Pulse Rhythm Tempo		Waltz No. 2 from Jazz Suite No. 2 by Shostakovich Oh The Beautiful Blue Danube by Strauss II The Merry Bell March by Sousa In the Hall of the Mountain King from Peer Gynt by Sibelius	Beautiful Bird Coordination Funk Line Up, Line Up Lunch Make A Picture With Shapes Together Walking To School
	Change! teacher <2> single session	<ul style="list-style-type: none"> To perform actions to a steady pulse To internalize pulse To develop ensemble skills 	Sing Listen Play	Rhythm Pulse			Coordination Funk Line Up, Line Up Lunch This Day Together Walking To School
2. Clapping and creating rhythmic patterns	Focus: Rhythms teacher <2> learners	<ul style="list-style-type: none"> To copy rhythm patterns To create rhythm patterns based on spoken words To play rhythms to a steady pulse 	Sing Listen Play Compose	Pulse Rhythm			Healthy Me The Harvest List We Can Help We've Got Tomatoes!
	Song Tunes teacher <2> single session	<ul style="list-style-type: none"> To internalize rhythm and melody (thinking voice) To copy rhythmic and melodic patterns To follow a conductor 	Sing Listen Play	Pitch Pulse Rhythm			A Song You'll Love To Count Count How You Cross Counting I Can Read When You Know The Alphabet! Hello, Spinning The Number Bus
	How We You Play? teacher <2> learners	<ul style="list-style-type: none"> To play rhythm patterns To begin to control dynamics when singing and playing instruments To explore the timbre of instruments 	Sing Listen Play	Dynamics Pulse Rhythm Timbre		Symphony No. 4, fourth movement by Bruckner	Bang, Tap, Stop!
	Time For A Rest teacher <2> single session	<ul style="list-style-type: none"> To keep a steady pulse To listen to a rhythm and clap it back (call and response) To explore rests in music 	Listen Play	Pulse Rhythm Structure			Coordination Funk I Can Play Medicine Wake Up!

Singing

Singing forms a major part of music lessons. Children learn a variety of age appropriate songs and learn to sing in harmony as a group. They learn key skills and techniques through a range of activities. Repetition of techniques is vital to consolidate learning and gain confidence. They learn about pulse/beat, rhythm, pitch, duration, tempo, texture through listening carefully and singing together.

Listening

Listening to music is fundamental to musical understanding and forms a part of lessons. By learning to listen with concentration and critically, pupils expand their musical awareness and gain an understanding of how music is constructed. Listening to a broad range of music will also help develop other areas of musical activity, including composing and performing.

As part of our listening across the school, and in lessons, we use pieces from a wide range of cultures and traditions. We listen to a broad range of Western Classical Music, Popular Music and Traditional Music from around the world. In celebrating World Music Day each year on June 21, we take the opportunity to explore music from different countries and different cultures and traditions. We recognise that modern British identity itself is rich and diverse and include this accordingly.

Using their oracy skills, children are encouraged to discuss what they hear and express their feelings about music they are listening to. In Assembly, music lessons and 'minute of listening', children consider what they are hearing and answer questions about it.

Composing

Children compose using first body percussion, then untuned and tuned instruments. Children begin by representing sounds with symbols. Visual symbols and shapes are used to create a graphic score to show musical ideas. Children learn to put together musical sounds and ideas to create a piece of music or a song. Listening to a range of music is important before they can themselves compose.

Performing

Opportunities are made to celebrate, share and experience music of all kinds. It can be to small groups or to the school as a whole. This can help build self-confidence and allow the children to see themselves as 'performers'. Children come together through the year to perform as part of their music lessons, but also through the school calendar. This includes class assemblies, harvest festivals, Christmas carols and end of year celebrations.

Our music schemes of work and learning leaves provide details of music to listen to each term as well as songs to learn based on termly topics.

As well as lessons taught by the class teacher, KS1 has the opportunity to take part in Whole Class Ensemble Teaching. Previously Year 1 have learnt to play together as part of a percussion group, for example a Samba band. Year 2 then progress onto learning to play the recorder and to understand simple music notation.

Year 2 children also have the opportunity to join the school choir as an extra-curricular activity. In the past, the choir has performed for the wider community, visiting care homes and singing outside at Christmas, as well as performing at school

events such as harvest festivals, Christmas concerts and the Summer Fayre. They also have the opportunity to learn the violin.

We ensure the children are ready for the KS2 curriculum by covering all aspects of the KS1 curriculum, continually referring back to prior learning. Repetition of singing techniques is vital to consolidate learning and gain confidence. Pupils internalise key skills and techniques through this repetition.

Vocabulary/Texts by year group

Technical vocabulary is used throughout music lessons and is stated on our 'Learning Leaves' and Schemes of Work. These include articulation, pitch, duration, dynamics, rhythm, tempo, timbre, texture, structure and notation

Demonstrating learning

Children demonstrate their learning in music through observations and these can be recorded using Seesaw. This takes place during music lessons and in continuous provision. The pupils demonstrate their understanding through enrichment tasks in continuous provision.

Examples of children's participation in music lessons and their learning can be seen in their special books as well as on Seesaw-

Teachers carefully plan and monitor progress and adapt medium term plans to include key questions and checkpoints for children to demonstrate understanding.

Meeting the needs of all pupils (inclusion)

Make specific for your subject:

Our school supports the principle that young children learn through play, and through well planned structured opportunities that are relevant, engaging and promote deep level thinking and learning.

Teachers and Teaching Partners competently provide a balance of structured cross curricula learning activities and child-initiated opportunities through high quality indoor and outdoor learning environments. In this way we aim to ensure that children are actively involved in their learning and deepen their knowledge, skills and understanding becoming masters of their learning as:

- Problem solvers
- Resilient learners
- Collaborative thinkers
- Inspired questioners

All pupils are entitled to a broad and balanced curriculum that meets their needs. Music is taught in class groups, and is accessible in our provision with all pupils included. All our teachers know the pupils in their class and their differing needs well. They plan and adapt lessons to help all pupils know and remember more so they make very good progress. Pupils have the opportunity to work collaboratively in small groups, a whole class, in pairs and individually. Groups can be chosen by either the teacher or by the pupils and this leads to a variety of abilities all working together on a common task.

Some pupils, including those with special educational needs or disabilities, or those with English as an additional language, have extra support in lessons if required.

Some pupils very quickly grasp the main concepts and are able to think more deeply to extend their learning. To ensure they reach their full potential, teachers may:

- encourage these children to take up extra-curricular opportunities
- ask children to demonstrate their learning for others
- explain their understanding of the key objectives

Assessment (Impact)

Formative Assessment

At CKIS teachers constantly assess how far their pupils understand key concepts throughout lessons, mainly through questioning and observation. In music, assessment happens in the moment and misconceptions addressed at that time, by modelling for the children and for them to observe and repeat.

End of unit Assessment

Key assessment criteria are written into our school curriculum and medium-term plans.

Assessments of children's learning are made through observations during music lessons. These can be included as evidence on SeeSaw.

Key learning objectives are detailed on INSIGHT, and these are continually referred to as these objectives are continually re-visited through the year.

Teachers and subject leads monitor children's progress and attainment throughout the year to inform ongoing teaching and learning.

Reporting to families and statutory assessment

Children's learning in music is shared with parents through Seesaw when appropriate. We discuss their progress at Parents' Evening meetings and we comment on their learning in our end of year reports.

Monitoring and Evaluation

The subject leader for music monitors the quality of education regularly in accordance with the school's monitoring timetable. This may take the form of:

- learning walks and drop ins, usually with a member of the senior leadership team, and sometimes with a governor.
- book looks – evidence in special books of learning in music lessons/extra curricular activities
- scrutiny of planning, particularly to evaluate coverage and progression within the curriculum as well as the extent to which planning is catering for the range of needs of pupils
- pupil conferencing
- surveys for pupils and/ or staff
- lesson observations

Subject leaders have regular support from the senior leadership team where aspects of the subject policy and action plan are monitored and discussed. Action plans are reviewed and shared with the staff three times a year to ensure all staff are aware of key actions.

Resulting actions may emerge with additional leadership support, resources or policy changes implemented.

Subject leaders routinely have a teacher appraisal objective linked to an aspect of their subject leadership. Following all these activities, strengths and areas for development are reported and discussed with staff. Resulting actions are recorded on the subject action plan and reported to governors.

At the end of each year the action plan for music is fully evaluated. In addition, the subject leader evaluates how far music is meeting our curriculum intent statement. This evaluation feeds into the action plan for the following year. Evaluated action plans and evaluations are reported to the senior leadership team and governors.

The role of the governors

Every subject has a specific governor allocated to it.

This governor evaluates the activities within this aspect and the impact on the quality of education and pupil outcomes.

They meet with subject leaders and review aspects of the subject, including seeing lessons in practice and talking to children.

Their findings are reported to the Governing Board. In this way, leaders are held accountable for the aspects they are responsible for, and subject leaders are able to access the appropriate support and resources to achieve their aims.

Music Action Plan

Eleanor Hunt

2023/2024



	Current position and areas for improvement	Actions to be taken to improve provision	Intended outcomes for each action	Dates, timescales and personnel – Record of progress
Develop subject leadership and enhance curriculum delivery	The music coordinator has a good understanding of music teaching, and now needs to develop a deeper understanding of the music curriculum and the consistent delivery of the curriculum across the school.	<p>Create a Music Development Plan/Action Plan (see New National Plan for Music – June 2022)</p> <p>SL to attend CLP Subject Leader Meetings</p> <p>Ensure all new starters have login details for Sparkyard.</p> <p>Use the Ofsted Music Research Review to ensure we meet recommendations</p> <p>Ensure all teachers deliver the singing strategy</p> <p>Introduce 'Minute of Listening' each week</p>	<p>Clear development plan for use across the school. Link with school improvement priorities. (Schemes of Work for each year group – Medium Term Plans taken from Sparkyard)</p> <p>Teachers understand the scheme and are confident delivering music curriculum</p> <p>Singing happens daily in each class</p>	<p>September 2023 – completed</p> <p>Ongoing SL attended CLP meeting on 10/05</p> <p>September 2023 – completed</p> <p>Ongoing Email sent to all staff Sept 23</p> <p>Ongoing – year group to include in weekly plans – to listen to same piece all week</p>

		<p>Liaise with CKJS Subject Lead</p> <p>Apply to become a Music Mark School for the academic year</p>	<p>Children learn to listen with concentration and critically to music from different countries, traditions and genres</p> <p>Understanding of delivery of music curriculum at KS2</p>	<p>Meeting took place 17/10</p> <p>Music Mark awarded 2/11</p>
Assessment of Music within school	Photographic evidence and teacher judgement.	<p>Use Insight assessment tool to demonstrate required skills as stated in curriculum</p> <p>Explore use of QR codes within Seesaw platform as an assessment method and added to children's special books (KS1) and floor books/special folders (EYFS)</p>	<p>Assessment shows progress made by children over time.</p> <p>Evidence of progress made through photographs, videos and teacher assessment on Insight.</p>	By Summer 2023 then Autumn 2 2023 Spring 2 2024 Summer 2 2024
Monitoring of teaching and delivery of lessons	Pupil interviews take place in Summer term	<p>Interview children to hear 'Pupil Voice' about Music</p> <p>Learning walk from EYFS to KS1</p> <p>Check through Learning Leaves</p>	<p>Have clear understanding of teaching from KS1 to EYFS</p>	<p>Summer 2024 - June 2024 completed</p> <p>Autumn 2023 – moved to Spring 2024 -</p>

		<p>and ensure they correspond with Scheme of Works and Year Group MTPs</p> <p>LL/SoW to contain topic-based resources, key learning and vocabulary, cultural capital</p>	<p>Clear plans for each year group to aid planning</p> <p>Check on vocabulary progression</p>	<p>Autumn 2023 Spring 2024</p>
<p>Enrichment</p> <p>Ensure resources are easily available and complement the broad music curriculum</p>	<p>Instruments are available in each year group and within the hall</p> <p>Children experience a wide range of musical genres at assembly entrance/exit/in classrooms</p>	<p>Organise musical instruments to ensure each year group has a range of instruments available and use them effectively in lessons, continuous provision and creative activities</p> <p>Research books on composers and music to support curriculum</p> <p>Purchase 'Sing Up!' to enhance singing in classes, assembly time and choir</p> <p>Investigate other resources to enhance delivery of curriculum</p> <p>Y1 children learn an untuned percussion</p> <p>Y2 children learn a tuned instrument</p>	<p>All children are able to access musical instruments and use them effectively and correctly</p> <p>Children see themselves as 'performers'</p> <p>Children see themselves as 'musicians' and 'performers'</p>	<p>Autumn 2023 Spring 2024</p> <p>Summer 2023 – purchased – sign on sent to staff 4/9</p> <p>Ongoing</p> <p>Summer 2024 - violin</p> <p>Spring 2024</p> <p>Autumn 2023</p> <p>Autumn 2023</p>

		<p>Y2 children have opportunity to learn violin and cello</p> <p>Y2 children have opportunity to join choir</p> <p>SL to investigate visits to Cheltenham Festivals</p> <p>Subject leader to arrange for live musicians to visit school either for class visits or school assemblies</p>		<p>Ongoing – Mrs Neate, CKJS musicians, Rock School</p>
<p>Create Vision for Music within school</p>	<p>Following 'Deep Dive' in subject, we want to increase the profile of Music across the school.</p> <p>School choir sings at various events within the community.</p>	<p>Keep music board up to date</p> <p>Children are exposed to music throughout the curriculum</p> <p>Ensure all teachers deliver the singing strategy each day</p> <p>Observe World Music Day on June 21</p>	<p>Ensure cross-curricular links are made in each term's topic</p> <p>All children leaving CKIS enjoy listening to and engaging in music, seeing themselves as capable participants in the world of music.</p>	<p>Ongoing – music selected to support each topic</p> <p>Ongoing – minute of listening and questioning about music increases knowledge of music</p> <p>Summer 2024</p>