



Katherine Semar Schools

MUSIC POLICY

Date created:	23.5.2016
Created by:	A Cass S Jorgenson
Last review:	Nov 2023
Next review due:	Nov 2024

quest**I**on

challe**N**ge

inve**S**tigate

ex**P**erience

commun**I**cate

c**R**eate

und**E**rstand



Katherine Semar Schools

MUSIC POLICY

INSPIRE CURRICULUM

At Katherine Semar Schools we have developed the INSPIRE curriculum, which is underpinned by what we believe makes an outstanding curriculum for our children; offering them opportunities to question, be challenged, investigate, experience, communicate, create and understand. Learning is developed in a cross-curricular approach wherever appropriate and the children are given real contexts for their learning which motivate them by creating a genuine purpose for learning.

OUR AIMS IN MUSIC – What do we want to do?

At Katherine Semar Schools, Music is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the role music plays in the world in which we live. Music is a universal language that embodies one of the highest forms of creativity. A High -quality music education should engage and inspire pupils to develop a love of music and their talent as musicians and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music allowing them to compose, and to listen with discrimination to the best in the musical canon.

In-line with the National Curriculum 2014 we aim to ensure 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.

OUR IMPLEMENTATION – How will we achieve our aims?

Music long term plan

- Each year group will receive a music lesson every week across the whole year, planned and usually delivered by the by a Music specialist.
- Each year group will experience the areas of music identified in the school's long- term plan to ensure coverage and progression of statutory knowledge and skills including whole class ensemble teaching for KS2.
- The school's music progression will be used to identify the learning objectives for each year group, in line with the school's raised expectations.

How do we implement this in music lessons?

- Music lessons are planned as robustly as any other curriculum subject.

A typical lesson would follow a progression along these lines

- Warm up –vocal/musicianship
- Revisit prior learning
- Hook, to engage the learners
- High standards of oracy, using “frame it”, “build” and “convince me”
- High expectations
- Adaptive teaching, to provide scaffolding and support
- Challenge built into the lesson
- Vocabulary progression built into planning
- Wide range of musical experiences.

As in other curriculum subjects, Rosenshine’s principles of Instruction are an integral part of our teaching. In music this is seen in revisit activities, new material introduced in small steps (eg recorder or ukulele tuition); high quality questioning; teacher modelling and guided activities; scaffolds where appropriate; time to rehearse individually and in groups and regular reviews of learning.

Cross-curricular learning and real- world contexts.

- Where appropriate, a cross-curricular approach will be taken to the teaching of music. Lessons will often be linked to children’s learning in History, Geography and RE.

Topic launch and land

- Each half term topic will begin with a cross-curricular launch event to engage and motivate the children. This will also act as ‘knowledge harvest’ allowing teachers to assess children’s existing knowledge and skills in order to adapt planning and ensure appropriate levels of challenge for all children.
- Each half term will end with a land event which celebrates children’s learning and progress. This will involve the children communicating their learning in some way, for example exhibitions or assemblies.

A whole school commitment to Music

- Music is a highly valued aspect of our school curriculum and permeates all aspects of our school community.
- Children widen their experience of a broad range of music from different genres and periods through an annual planned programme of sharing and discussing music in daily assemblies in both KS1 and 2.
- Live musicians, including pupils, staff, members of the community and professionals are invited to play to the school community wherever opportunities arise.

Extra-Curricular activities

- KS1 music and drama club.
- In KS2 children are offered the opportunity to study a musical instrument with Peripatetic teachers.
- There are also opportunities for children to participate in a variety of music clubs and ensembles, including choir, orchestra (by invitation), musical theatre, carol writing, song composition and recorder.
- Children also have the opportunity to perform both within school (assemblies, productions, concerts) at least termly as well as in the wider community.

Challenge and support for all learners

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Assessment

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

OUR MONITORING – How will we monitor the effectiveness of our Music policy?

At Katherine Semar we believe that the most effective way to monitor the impact of our Music policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in music:

- **Lesson Observations and Learning Walks**
Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.
- **MAPP (Mapping attainment and progress for pupils)**
We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.
- **Pupil Conferences**
 - Every child from Year Two to Six has a learning mentor from the senior leadership team. They have individual pupil conferences each term which supports children to take ownership of their own learning, review their progress and set themselves development targets.
- **Governor Visits**
 - As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
 - Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies and subject leader reports.
- **Pupil interviews**
 - Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of music at our school and their feedback actively informs subject development through our curriculum action plan.