



Music Policy

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Vision

We put children first, pioneering excellence and championing each and every child.

The Pioneer Academy Expectations

Safe:

- Schools are safe and secure
- Safeguarding is effective and robust
- Similarities and differences are celebrated; everyone thrives and flourishes

Happy:

- Pupils and staff are positive and succeed in a supportive environment
- Wellbeing for all
- High standards of attendance and enjoyment are outcomes of an inclusive TPA school

Learning:

- Learning is achieved by the successful sequencing of memorable experiences
- Learners are engaged, resilient and enthusiastic
- Learning outcomes are ambitious due to knowledgeable and effective teaching

Legal framework

This policy has been created with regard to relevant legislation including, but not limited to:

- DfE (2014) National Curriculum in England
- DfE (2023) Statutory Framework for the Early Years Foundation Stage

This policy should be read in conjunction with the following policies:

- EYFS Policy
- Assessment Policy
- Marking and Feedback Policy
- Inclusion Policy
- Equality statement

Curriculum Intent

The curriculum in TPA schools is designed to inspire and motivate children. Our aim is for every child to experience 'an extraordinary school day' every day. We place children at the heart of the learning process through a bespoke 'Teaching and Learning Model.' Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

At Woodcote Primary, we will engage and inspire pupils to develop a love of music and so increase their self-confidence and creativity. We will enrich pupils love of music through singing across the school as well as developing a crucial engagement with music with opportunities to compose and listen to a range of music. We explore how music is created and encourage pupils to develop their musical talents.

The National curriculum for music states that the aims for Music education in Primary Schools are: For children to have the opportunity to perform, listen to, analysis and evaluate music from across a range of historical periods, genres, styles and traditions, including studying the works of great composers and musicians.

Children to learn to sing, to have the opportunity to play and learn a musical instrument, to compose their own pieces of music independently and within a group and to use technology appropriately to enhance their own compositions and to learn how to edit and manipulate music.

For children to develop an understanding of how music is created, produce and communicated using the inter-related musical dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum Implementation

'Music is a universal language that embodies one of the highest forms of creativity.' – The National Curriculum.

At Woodcote Primary, we aim to ensure we are providing a musical curriculum that allows all children the opportunity to develop the skills outlined in the National Curriculum and their knowledge of

musical cultures and developments from across the globe. Music is taught from Nursery to Year 6 by a specialist music teacher.

Scheme of Curriculum

Ensuring the high quality of teaching of music is a priority at Woodcote Primary School and therefore, we have a bespoke curriculum that has been written by the specialist music teacher in line with the rest of the academy and is enhanced through learning links with our IPC Curriculum. To ensure progression, the curriculum has been written alongside the Kapow Primary Scheme from Music, the scheme of work that was previously in use.

The curriculum focuses on ensuring all children develop the skills, knowledge and understanding needed to become confident performers, composers and listeners. By exposing the pupils to a wide range of music from around the world and across generations, their knowledge is further developed and allows them to appreciate and build respect for different cultures, traditions, and communities. The curriculum enables pupils to reach the end of key stage attainment targets outlined in the National Curriculum, including performing, listening and appraising, historical context, inter-related dimensions of music and composition.

The Teaching and Learning Model

The Pioneer Academy's Teaching and Learning Model, which is rooted firmly in research and analysis of effective learning and teaching, translates the Trust's Expectations into classroom practice. Our teaching and learning model is designed and implemented in such a way that it builds on prior knowledge and skills and lays the foundation for future learning. Lessons are designed to be engaging and challenging with learners actively involved. This Model has been developed and embedded to provide consistency and continuity for all children.

Extra-Curricular and enrichment opportunities

The Pioneer Academy aims to ensure every child has the opportunity to engage in new experiences and visit new places beyond the school grounds, taking them to places that some children wouldn't have naturally gone to. School visits and inspiring visitors are an entitlement to every child who attends a school within The Pioneer Academy. The Pioneer Pupil Passport is part of each school's cultural capital commitment to provide a role broad and balanced curriculum that promotes spiritual, moral, social, cultural, mental and physical development and prepares our pupils for the opportunities and experiences of adult life.

To further enhance the musical enrichment at Woodcote, the children are provided with a Pupil Passport, which ensures that by the end of Key Stage 2 they should have learnt how to play an instrument and have the opportunity to see a live show. We offer extra-curricular opportunities for children including a choir for Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2, Ukulele club and a recorder club. To enhance the development of singing technique across the school, we will be providing a weekly singing assembly for all children. We also have tuition for violin, piano, guitar and we have iRock which offers an opportunity to perform in a band. Across each phase we teach recorder in Key Stage 1, Glockenspiel in Lower Key Stage 2 and Ukulele in Upper Key Stage 2.

Lesson Planning

Each half term, every year group focuses on one of the inter-related dimensions of music, building on previous year's knowledge and explaining how the focus fits within a piece of music as a whole. The pupil's also have the opportunity to use their skills of performance (singing and playing tuned and untuned instruments), improvising and composing as well as using their critical thinking skills to respond to music across the topic and build upon their knowledge and understanding.

The learning is designed for the children to be active and involved as well as providing them with the opportunity to develop their critical thinking skills, and in Key Stage 2 (Year 3 – Year 6) they are provided with opportunities to reflect and respond to their own compositions. They are taught how to notate their own musical compositions as well as developing an understanding of the history and cultural context of music.

The curriculum also provides the children the opportunity to develop skills that are transferable across other subjects including: listening skills, teamwork, leadership, creative thinking, problem-solving, decision-making and presentation/ performance skills. These skills support their development as learners and can be applied throughout their lives beyond school.

The knowledge of the specialist teacher, ensures that appropriate terminology is accessed within each lesson and recapped throughout the pupil's time at school. The lessons are planned to support the pupil's progression and to challenge them further, where appropriate; follow the structure of the TPA teaching model, ensuring consistency with the structure of other lessons, to reduce the cognitive load of the pupils throughout their school day.

Assessment

Assessments are made in line with the Trust's assessment policy. Teachers and educational support staff use effective assessment for learning (AfL) to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps

To assess children, we use a range of Assessment for Learning strategies including verbal feedback, self and peer assessment, learning and diagnostic questions, discussion and collaboration, and exploring existing and new knowledge. Formative assessment is ongoing and is against the clear lesson objectives. At the end of the year, teachers are required to report for parent's attainment and effort in Music. We share information about support and extension for pupils throughout their school experience. In music, we mainly use audio and video clips to assess and monitor progression. Additionally, I produce a Class Dojo for each year group to visually show consistent musical learning which are available for parents and visitors enjoy and view. We share information about support and extension for pupils throughout their school experience.

Equal opportunities

At The Pioneer Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. We ensure that all children, regardless of ability, race, gender, culture or

SEND, are given appropriate opportunities to access the music curriculum. In order to achieve this, we provide learning activities that are adapted to support and challenge all groups of learners.

Monitoring and review

The subject leader is responsible for:

- Monitoring curriculum plans and fidelity to agreed schemes of work for the subject;
- Monitoring the learning and teaching of the subject, providing support for staff where necessary;
- Monitoring and supporting the quality of the learning environment;
- Monitoring assessment in the subject, including reviewing any relevant data and setting ambitious targets for pupils;
- Auditing, purchasing and organising the deployment of resources;
- Organising, providing and monitoring CPD opportunities for staff in order to develop subject specific expertise;
- Updating stakeholders on relevant updates within the subject at a national and school level;
- Monitoring and supporting the organisation of any relevant cross-curricular and extra-curricular activities.

The specialist teacher is responsible for:

- Ensuring that all of the relevant content is covered within the school year as per agreed school curriculum plans;
- Providing a range of learning activities to inspire and motivate all learners;
- Monitoring the progress of pupils in their class and reporting this as agreed in the Trust's assessment policy;
- Undertaking any training that is necessary in order to effectively teach the subject.