

Halsall St Cuthbert's Church of England Primary School

Music policy

Adopted - 2023

Review - 2026



Aim

Halsall is committed to providing a broad and balanced curriculum for all pupils. We see music as a vehicle for self-expression and creativity. Music is highly valued as a stand-alone subject and we aim to embed musical knowledge and appreciation across the curriculum. It is our intention that Halsall pupils leave with an excellent grounding in their musical education. We also recognise singing and music as a special way to praise God and do so regularly.

Music for every child

Every child at Halsall Primary School engages in quality music education from their entry into Reception until the end of KS2 in Year 6. In the early Years, music is incorporated consistently into daily routines and is used to enhance teaching of the core curriculum in addition to being taught as a stand-alone subject. KS1 and KS2 pupils participate in weekly singing assemblies and a curriculum music lesson with either their teacher or a specialist music teacher.

Rationale

At Halsall, we follow the music programme of study outlined in the National Curriculum, supported by the resources and online platform of Charanga. <https://charanga.com/site/musical-school/> and a variety of quality web-based resources such as BBC 10 pieces.

The aim of our curriculum is to ensure 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.

Curriculum

The curriculum here at Halsall has been shaped to develop the whole child and aims to create creative and confident pupils. The golden threads that permeate our entire curriculum are:

Environment and locality
Expression and confidence
Equality and diversity

We have carefully written our own whole school curriculum map to pull these threads through the National Curriculum and the 2021 Government guidance, "Model Music Curriculum".

We have chosen to use Charanga units and "BBC 10 Pieces". We also have a specialist Music teacher who works with each class for 3 half terms a year.

Our curriculum map includes all elements of Music including: listening and appraising, knowledge and understanding of musical elements and language, the history of music, singing, playing tuned and untuned instruments, improvisation and composition, music technology, performance, music styles and music from around the world.

Music is also used to enhance the other subjects in the curriculum, such as singing in French lessons, history units, music from other countries in Geography, music from other religions and cultures in RE, poems and nursery rhymes in English lessons, movement in PE, etc.

Music in the National Curriculum

Purpose of study

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.

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, 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters,

skills and processes specified in the relevant programme of study.

Subject content for 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.

Subject content for 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 notation.
- Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Curriculum unit organisation and progression

We have mapped out our topics in line with the National Curriculum. This is outlined in the whole school overview. It ensures progression of knowledge, understanding, vocabulary and skills.

What do Music lessons at Halsall look like?

The structure of lessons will vary based on the unit, year group and the individual needs of the children in the class. However, effective learning sequences will include the following elements:

Purpose

Prime the content to be learnt and how it fits in to the curriculum sequence and historical timeline Specify key vocabulary

Recap

Establish the required prior knowledge is in place

Input

Explain and model the new concepts

Listen to the focus piece

Check for understanding

Application

Prepare for practice - show pupils how you want them to work to represent their learning through guided proactive and worked examples.

Provide opportunities for independent practice and creativity.

Performance

Opportunities to perform what they have created that lesson.

Pupils build up to perform a song, instrumental or composition at the end of the unit.

Feedback

Provide live feedback and intervene for misconceptions

Review the learning that has taken place

Feed forward to the next step in the sequence

* These steps can happen multiple times in a chunked lesson

Assessment

Formative assessment is carried out in every lesson through observation and listening. Teachers will then support as necessary. Summative assessment takes the form of an end of unit record as to whether the pupil is working towards or has met the objectives for the unit. Recordings may be made of performances or classwork to aid assessment.

Opportunities for enriched musical learning

At Halsall, all pupils take part a wide variety of performances throughout the year:

Harvest festival - this takes place in St Cuthbert's church and involves singing modern and traditional hymns. The children may also take part in class choral presentations.

Christmas Production - all pupils are involved in singing the songs in the Christmas Musical Production or the Nativity in Early Years and in Key Stage 1.

Strawberry Teas - any pupils who have a particular musical talent perform for our parents and community at this special occasion. Some classes may choose to showcase their work on an instrument they have been working with, such as ukuleles or glockenspiels.

Weekly singing assemblies - Every Friday, children enjoy a session dedicated to singing hymns and other songs, most with accompanying actions. Year groups are invited to the front to perform.

Celebration assemblies - During the end of half and full-term assemblies, classes are invited to perform any pieces they have been working on in their music lessons.

Mothering Sunday - A lovely occasion in St Cuthbert's Church, where children sing modern and traditional hymns. Each class often chooses a song to perform for their families too.

Carnival- Every July, we have a school carnival. A theme is chosen then each class chooses music to perform to. We have a local parade then back to the carnival ring to perform. We close with a whole school finale medley of songs.

Enhancements to the Curriculum

Halsall offer the chance to be part of a rock band right from Reception, by providing children access to the Rock Steady Music School. Pupils can choose to specialise in drums, bass guitar, electric guitar, keyboard or vocals. They are extra music lessons and result in performances for the whole school community every half term. Halsall offers subsidised and free tuition using the Pupil Premium funding to ensure fair access.

Throughout the year, we also have opportunities to watch live performances of music. Some have included "Pearl of Africa" choir, GCSE students from a local High School, Parent musicians, African drumming workshops and so on.

Roles and responsibilities of the Subject Leader

- Coordination of music provision throughout the school.
- Update staff with current trends and developments.
- Identify appropriate professional development (PD) for all staff.
- Identify school needs re- music education.
- Ordering and purchasing of music resources.
- Coordinating assessment for music.
- Identify cross curricular opportunities.
- Monitor effectiveness of provision.

- Arrange visiting musicians to inspire and enthuse pupils.
- Organise school visits/visitors

This policy was written by the Music Co-ordinator (Mrs Claire Galley) following discussions with the staff and Governors of Halsall St Cuthbert's Primary School.