

Vaughan Primary School

Music Policy



Date of Policy: Spring 2023

Date of Review: Spring 2025

Next Review: To be reviewed bi annually

Review Date	Changes made
Spring 2023	Location of resources Assessment

Rationale

At Vaughan Primary School, we provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms. Music promotes children's spiritual, cultural and social development. We embrace the National Curriculum purpose of study which states:

"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 pupil's 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." National Curriculum 2014.

Aims

- To provide all children with an education in music that helps them to understand and enjoy music through listening, composing and performing.
- Provide the opportunity for children to develop their individual skills, sharing experience and cooperating with others.
- Help children to develop an awareness of musical traditions and developments from a variety of cultures.

Objectives

- To teach music through the National Curriculum and the Expressive Art and Design area of learning from the Foundation Stage.
- To promote all the children's achievements in music within the school and the wider community.
- To provide all children with the opportunity to express themselves creatively and to develop their musical skills through an understanding of the interrelated dimension of pitch, rhythm, dynamics, duration, timbre, texture and structure, using both instruments and voices.
- To develop performing, composing and appraising skills by applying listening skills and knowledge and understanding of music.
- To become increasingly aware of how music is produced, for example, through the use of instruments and musical processes including relevant symbols and notation.

Teaching and Learning

The music curriculum is defined by the programmes of study in the National Curriculum. The content of the programmes of study is implemented through the 'Charanga' scheme of work. The teaching of music is based on developing the skills of duration, dynamics, pitch, tempo, timbre, texture

The units are progressive and build on prior learning and experiences. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising.

Pupils are taught to make music together, to understand musical notation, and to compose pieces. They are also taught to sing and play in time, controlling the sound and pace.

Pupils have additional opportunities to develop their understanding of skills in music. Extra-curricular clubs are provided by teaching staff and peripatetic teachers from the Harrow Music Service.

The 'Wider Opportunities' initiative can provide whole year groups with the opportunity to learn an instrument. This is currently provided by Harrow Music Service and is jointly funded by the school and the Harrow Music Service.

Peripatetic instrumental lessons.

Peripatetic instrumental lessons are available for years 3, 4, 5 and 6. Parents are asked to pay for the lessons in advance of the year.

Peripatetic teachers provide a written report of pupil progress to parents annually.

Assessment Approaches

At Vaughan we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

4.1 In-school formative assessment

Assessment for Learning (AfL) provides opportunities to elicit real-time evidence of what students are learning and involves both teacher and learners in ongoing dialogue, reflection on learning and decision-making. This formative assessment process is central to classroom practice. Teachers gather evidence of where the learners stand in their learning. They use this evidence to make the necessary instructional adjustments by providing constructive or quality feedback that moves learning forward. Teachers are expected to use this formative assessment to update our assessment tracker, Arbor, as they are teaching. Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Written and verbal feedback of children's work
- Observations
- Pupil self-assessments and peer assessments
- Peer marking
- Pupil conferences

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **Senior Leadership Team** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Pupils at Vaughan are assessed periodically and progress and attainment data is recorded on the assessment system 'Arbor'. These assessments are carried out three times a year in December, March and July. Teacher Judgements on Arbor for Music and will relate to the National Curriculum age related expectations and will state whether a child is working, Pre Key Stage, Below age related expectation; At the Expected Standard, or at Greater Depth. These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment.

A range of in-school summative assessments will be used including, for example,

- Short end of topic or unit tests or tasks
- Reviews of progress against individual targets for pupils with SEN
- Teacher judgements on Arbor relating to the National Curriculum age related expectations

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Cross curricular planning

Music is incorporated on the curriculum overview grid, which outlines the music unit for each year group across the year. The music express scheme of work encourages cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible. Teachers are expected adapt and differentiate their planning and teaching to meet the needs of their pupils.

Music is taught through class music lessons, the Wider Opportunities program, cross curricular links and singing assemblies

Resources

Most music resources are located in the studio. These resources include a drum kit, amplifiers, microphones, stringed instruments, woodwind instruments, keyboards and a wide variety of tuned and un-tuned percussion instruments.

Age appropriate resources and musical instruments designed for the Foundation Stage are stored with these classes

Resources are monitored by the Music Subject Leader. Stock and maintenance check are carried out on a regular basis in order to provide high quality musical resources.