



**Sandlings Primary School
Music Policy**

Date	July 23
Review	July 25
Reviewed by	Headteacher and Staff

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation, marriage and civil partnership. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil or adult and it helps to promote equality at this school.

Associated policies and documents

- Teaching and Learning policy
- SEND policy
- Marking and Feedback policy
- Curriculum Intent Statement

Intent

Our Sandlings ethos “Sandlings is a unique, nurturing school where everyone belongs and thrives” can be seen throughout our Music curriculum and provision but in particular thriving and developing a sense of belonging. We want children to be successful through learning through real experiences i.e. performing to others, for children to understand their learning i.e. the need for patience and repetition to learn music and be creative in their learning i.e. finding different ways to portray emotion through music or song. Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said by many generations of academics and scholars. Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this ‘forwards-and-backwards engineering’ of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them. For each of the threshold concepts three milestones, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts, provide a progression model.

The 4 threshold concepts for Music are:

1. Perform – develop an understanding that music is created to be performed
2. Compose – appreciate that music is created through a process which has a number of techniques.
3. Transcribe - develop an understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

4. Describe- appreciating the features and effectiveness of musical elements.

The characteristics we aim to foster in our children our through music education are:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalization and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- A passion for and commitment to a diverse range of musical activities.

Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval Strength.

In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

Our content is subject specific but we make intra-curricular links to strengthen schema.

A variety of teaching and learning styles are used when teaching Music such as setting common tasks that are open-ended which can have a variety of results, or providing opportunities for pupils to work on their own and to collaborate with others.

Coverage

Across the school we follow the curriculum through the online Charanga scheme

<http://www.charangamusicworld.co.uk/>

Equality and inclusion

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Homework

Each term children are set a menu of tasks based on a theme to complete and sometimes these tasks may have a Music element.

Resources

We have a variety of instruments available to the children such as drums, guitars and glockenspiels and a class set of iPads that allow children to access apps such as garage band.

In assemblies we use the Sing Up and Out of the Ark materials for singing songs based on the assembly theme.

Enriching Our Curriculum and developing character through performance

SMSC is developed in many ways such as :

- allowing pupils to show their delight and curiosity in creating their own sounds
- making links between their learning in literacy (or other curriculum area) with music
- considering how music makes one feel and can 'move us' deeply
- exploring how music can convey human emotions such as sadness, joy, anger...
- appreciating the self-discipline required to learn a musical instrument
- appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax
- giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing
- encouraging pupils to listen and respond to traditions from around the world

We aim for learning to culminate in a Musical Concert, Summer Show, Christmas Play or Choir performance.

We run a Sandlings' Got Talent competition each year where many of the children choose to showcase their musical abilities and we apply to perform at other musical concerts such as local high schools, Snape Maltings and events hosted by the LA music service and we often run a choir group or music club.

Children are exposed in assemblies to different musical traditions and genres .the historical, social and cultural origins of music BBC ten pieces is a used a basis for this <https://www.bbc.co.uk/teach/ten-pieces>

Impact

Because learning is a change to long-term memory, it is impossible to see impact in the short term.

We do, however, use probabilistic assessment based on deliberate practice.

Monitoring pupil outcomes is a shared responsibility through evaluation of the strengths and weaknesses of music teaching and learning across our school and areas for further improvement are prioritised.

In the first instance children will always evaluate and critique their own work for strengths and areas to improve.

There is also continuous assessment within the unit's teaching sequence i.e. through teacher questions and observations.

We assess our children against the threshold concepts. Across the three milestones (Years 1&2 3&4 5&6) it is expected that at the end of each milestone most children will be at an advancing understanding and some will have a deeper understanding. We assess the children's depth of understanding each term and use this to assess whether pupils are on track to meet our expectations by the end of each milestone.

We report on pupil's achievement, attainment and progress in annual report to parents and autumn and spring term parent's evenings and midterm reports.

We monitor pupil outcomes through evaluation of the strengths and weaknesses of music teaching and learning across our school. We look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.