Music Policy

At Werneth Primary School, we believe in developing the whole child; equipping them with the knowledge, skills and conceptual understanding to succeed in education and in later life.

We believe that all children have an entitlement to a rich, broad curriculum that is well matched to their needs, regardless of any barriers to learning experienced by our children. At Werneth Primary School, we believe that everyone can achieve their potential and our curriculum has been designed to ensure that all of our pupils are given the opportunities to succeed regardless of their starting point or background.

Intent

Aims and Objectives

Purpose of study (from National Curriculum)

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

Aims (from National Curriculum)

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, 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.

Planning

Long Term Planning

Werneth Primary School staff follow the Charanga Musical School scheme of work and follow the year group specific long term plan (see Appendix 1 for Year 4 example) from Year 1 to Year 6, which sets out the six units to be taught in each year group. These year group long term plans are underpinned by the Werneth Primary School Music Assessment grid (see Appendix 2)- a document that reflects the aims and objectives of the National Curriculum using simplified language.

Long term planning shows a clear progression of key knowledge, vocabulary, skills and/or conceptual understanding that outlines what our pupils will learn in each year group. Progressive knowledge, skills and conceptual understanding provides our children with the building blocks to equip them for the next stage of their education.

Prior to teaching a unit, teachers should familiarise themselves with the key knowledge, skills and conceptual understanding that the pupils will be assessed against. This will ensure that learning is sharply focussed on the key learning.

For children to be able to use technology to create and compose their music, Year 2, 4 and 6 will substitute one Charanga unit in the summer term with activities from YuStudio from within the Charanga scheme (Y 4 & 6) and activities from Chrome Music Lab (Y2).

Medium Term Planning/Short Term Planning

The Charanga Musical School scheme of work provides detailed lesson plans for each unit. This removes the need for medium planning and can be seen as the short term planning. Teachers are not required to upload this onto a different planning format, but make notes (in writing on printed planning sheets) of any adaptations for the class.

Teaching sequence

There are six sessions within each unit of work, with each session beginning with a standard format.

This is comprised of:

-listening and appraising the corresponding music for the unit

- a physical warm-up
-exploration of the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and appropriate musical notations).

Then, the session will focus on skills outlined in the Charanga Musical School scheme of work. These steps are repeated and revisited in a spiral curriculum structure:
Step 1: Singing;
Step 2: Engaging with playing part of an instrument;
Step 3: Improvising;
Step 4: Composing;
Step 5: Recap or revisit previous learning to study in greater depth;
Step 6: Performance.

(see Appendix 3a & 3b for examples of Year 4 short term planning from the Charanga scheme).

The final unit for each year group is a 'reflect, rewind and replay' unit. All year groups have the same final unit to revisit their favourite songs from across the year, engage with a range of musical styles, use knowledge, vocabulary and skills developed throughout the year and apply them to new learning activities.

Implementation

Overcoming Barriers

At Werneth Primary School, we acknowledge and understand that challenging socio-economic circumstances can create additional barriers to learning for pupils. We also know that multiple factors of deprivation, including language deprivation, can create further barriers for pupils to overcome.
However, we are clear that the impact of these barriers to learning can be reduced through high quality classroom teaching and additional support, where necessary.
In Music, we acknowledge that children may face the barriers to learning outlined in the table below:

Identified Barriers	Strategies to mitigate the impact
English as an additional language - the majority of pupils can only speak a few words of English on entry to Nursery	Short term planning sets out how staff should introduce and reinforce subject specific vocabulary. This is support by the spiral curriculum organisation, which allows multiple opportunities for children to hear (as modelled by the teacher), apply and develop an understanding of musical terminology. This is combined with cooperative learning structures during the listening and appraisal, so that teachers can check for understanding.
The impact of inward mobility on attainment compared to age related expectations	Teachers can use the Werneth Primary School Assessment grid (Appendix 2) to identify and teach objectives/steps that inwardly mobile children may have missed to ensure progressive learning. Where necessary, adaptations of short term planning sequences will be supported by the Music subject lead.
Limited cultural and enrichment opportunities also have a limiting effect on the development of language and knowledge of music across a range of historical periods, genres, styles and traditions.	Through fidelity to the Charanga Musical School scheme of work, children will be exposed to: -music across a range of historical periods from medieval to present day. -a range of styles and traditions, from Reggae to Bhangra -knowledge of the great composers, from Beethoven to The Beatles. We also aim to give all pupils the opportunity to learn to play a musical instrument through whole class tuition. This experiential approach will develop our children's musical knowledge and vocabulary- inspiring children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.
Attendance (exacerbated by the Covid-19 school closures in Spring/Summer 2020) and	Teachers can use the Werneth Primary School Assessment grid (Appendix 2) to identify and teach objectives/steps that inwardly mobile children may have missed to ensure progressive learning. Where necessary, adaptations

increasing levels of pupil mobility reduces the impact of the high quality education on offer, as pupils experience lost learning	of short term planning sequences will be supported by the Music subject lead.

Adaptations

In Music, we aim for almost all children to meet the objectives set out in the Werneth Primary School long term plan and the National Curriculum. We recognise that some Werneth Primary School learners experience barriers to learning and that- because the majority of our children are EAL learners- most of our children experience additional risk factors (https://www.bell-foundation.org.uk/app/uploads/2017/05/EALachievementStrand-1.pdf)
However, we believe that adaptive teaching strategies can support all of our children to access the curriculum so that they develop the same knowledge, skills, vocabulary and conceptual understanding as their peers and meet the demands of our challenging curriculum.

In Music, the following strategies may be used to adapt the curriculum to meet Werneth Primary School learners' needs*:

-Modelling and narrating the process so that children are aware of the steps to success and can achieve objectives independently (*I do, we do, you do* Rosenshine principle);
-Anticipating misconceptions, checking for understanding and adapting learning to meet learners' needs (within a lesson and across short term planning sequences);
-EAL/Inclusive strategies, including the use of visuals and video clips through Charanga and other sources such as BBC Bitesize, Twinkl etc;
-Adaptive adult support, including modelling, prompting and/or clueing to ensure that almost all children achieve the objective with increasing levels of independence;
-The use of scaffolds and posters to support and guide children's expressive vocabulary when using the inter-related dimensions of music to describe a piece of music in a listening and appraising activity.
-Cooperative learning strategies and strategies that promote active participation in lessons both of a practical nature when playing instruments, composing and when listening and appraising music.

***Please note that this list is not exhaustive and that other adaptive strategies may be used, as appropriate, to meet learners' needs.**

Provision for higher attaining pupils

Short term planning includes guidance and support for teachers to differentiate for higher prior attaining children. For example, this might include the use of a wider range of notes and/or more complex rhythms in their compositions and improvisations, as outlined in the short term plans. This detailed short term planning supports non-specialist teachers to deliver high quality teaching and to recognise the talents and potential of young musicians.

Recording of Work

Due to the practical and experiential nature of music teaching, it is not desirable or required that every lesson has a written outcome. We will use pupil voice to monitor the understanding and musical knowledge the children have retained and in particular whether children are able to apply subject specific vocabulary relating to the inter-related dimensions of music when talking about appraising, improvisation and composing music .
Teachers will update the Werneth Primary School Year Group Assessment grid at the end of each full term, as a means of evidencing individual pupils' learning and highlighting gaps which need addressing .(Appendix 5 – Year 4 example).
Senior Leaders and the Music Subject Lead will undertake learning walks, lesson observations and/or pupil voice interviews (as appropriate)

Feedback and Marking

Due to the practical and experiential nature of music teaching, it is not desirable or required that every lesson has a written outcome. Teachers aim for children to improve their knowledge, vocabulary and skills during the lesson, therefore verbal feedback is seen as the most powerful strategy in supporting children to make progress in lessons.

Assessment

When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.
At Werneth Primary School, our long term planning sets out clear end points for individual units of work, for the year group and cumulatively for the key stage. These end points reflect the attainment targets set out in the National Curriculum (see Appendix 2).

Formative Assessment
Formative assessment strategies are intended to support teachers to identify the knowledge, vocabulary, skills and conceptual understanding which has been secured and to identify misconceptions and less secure knowledge skills and conceptual understanding. Teachers will use this information to adapt and plan sequences of lessons that are well matched to the pupils' needs. This is supported by detailed questioning, as set out in short term planning.

Formative assessment is acted upon during lessons through:
-the use of whiteboard work to enable teachers to check for understanding and address individual/common misconceptions; provide targeted questions and support; and adapted inputs for different prior attainment groups.
*This includes monitoring children's individual responses to low stakes retrieval activities (based on the identified key knowledge and vocabulary in Music).
- verbal feedback and follow up within lessons to address individual/common misconceptions.
-the use of plenary and mini-plenaries to develop and deepen children's knowledge during the session

Teachers will regularly update the summative assessment form (Appendix 5), as appropriate during the sequence of teaching so that lessons can be adapted to address gaps in learning.
Teachers are to note children who did not meet a particular objective and target them for additional focus and support/adaptations when the same objective is taught later in a spiral LTP sequence.
Note that teachers should highlight which objectives (or part of the objective) that have been taught in each half term (or art the end of the unit) and colour code them.
These will be saved as separate Aut 1, Aut 2, Spr 1, Spr 2, Sum 1 and Sum 2 documents to enable Subject Leads to see the progress made after each half term/end of unit.

Summative Assessment
End of unit:
Teachers will use the summative assessment form to assess whether or not the child has met, not met or not been taught the objective (due to absence). Teachers will update the summative assessment form (Appendix 5) at the end of each term, so that future lessons can be adapted to address gaps in learning. This must be done by the end of the two units to ensure that the assessments are accurate (based on what the teacher has seen).

End of academic year:
Teachers will use the individual unit summative assessment forms to inform their assessment about whether a child has met the year group attainment targets and therefore whether the child has met ARE within this subject. These summative assessments will be recorded on Insight at the end of the academic year.

Impact

In order to measure the impact of teaching and learning in Music, subject leaders and/or senior leaders will triangulate evidence from a range of sources. Subject leaders will place greater or lesser emphasis on particular monitoring activities, in line with the above statement about recording pupils' work.

- Assessment information and/or summative assessment data,
- Lesson observations and/or learning walks,
- Pupil and staff voice.

COVID Addendum
The Charanga Musical School scheme of work has details about how the curriculum can be adapted to ensure safe music making within the current Covid guidance set out below.

You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. **Schools Coronavirus (Covid-19) operational guidance- February, 2021**

This includes:
-singing adaptation- use of different performance spaces, signing instead of singing.
-blowing instruments (recorders, brass, woodwind)- use of different performance spaces, split and alternate groups of listeners and performers, use of untuned instruments and additional beaters/equipment.