



# Music Policy

## INTENT

### **Rationale**

At Lyng Primary School, we aim to provide a diverse, enriched Arts education for all pupils that helps children to feel that they are musical, and instill a life-long passion for music, whilst playing an important part in developing the whole-child. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Children are introduced to a range of musical genres and instruments to reflect the diverse culture and society we live in, helping them to better understand the world.

### **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.

### **Aims**

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.

*(National Curriculum, 2013).*


















# IMPLEMENTATION

## Rosie our Music expert



Following the National Curriculum and Chris Quigley Essential's objectives enables our Teachers, Peripatetic teachers from SIPS Music & Arts and children to recognise the key characteristics of musicians. These are then presented through Lyng Learning Animals to allow the children to access these in a fun and engaging manner. As chose by the School Council, Rosie the Owl is our expert musician in school.

Our Music Curriculum is designed to allow pupils to develop the following key characteristics for a musician:

KS1	KS2
<p>As a Lyng musician I will aim to:</p> <ul style="list-style-type: none"> <li> sing songs with growing confidence</li> <li> play and perform music</li> <li> develop ideas to create compositions.</li> <li> explore graphic notation (drawings)</li> <li> know about and appreciate different types of music.</li> <li> understand how music is used in different cultures.</li> <li> be able to talk about music using some musical vocabulary</li> <li> develop a love for music.</li> </ul>	<p>As a Lyng musician I will aim to:</p> <ul style="list-style-type: none"> <li> sing songs tunefully with confidence</li> <li> play an instrument</li> <li> perform to an audience</li> <li> develop a repertoire to create new compositions</li> <li> develop an understanding of notation</li> <li> develop an awareness and appreciation of a diverse range of music.</li> <li> understand how music is used in different cultures.</li> <li> be able to describe music using musical vocabulary accurately.</li> <li> develop a commitment and passion to a broad range of musical activities.</li> </ul>

# IMPLEMENTATION

## Planning

Music planning is taught by KAPOW. Year groups also have experience sessions with out Peripatetic Teachers from our local Music Hub (SIPs Music & Arts) plan attainment targets from the Music programme of study for KS1 and KS2 in the National Curriculum. These progressive skills are taught to suit the instrument within that year group. Where possible, cross-curricular learning is incorporated for example *in Year 5 they cover Egyptians, linking to their History and Geography topic and in Year 3 they focus on Rivers to link with their Geography.*

Extra Music opportunities are planned for, such as 'Access all Arts' takes place in Summer, which is planned for by teachers, to showcase different arts- including singing, instruments and movement.



Any available LOTC (Learning outside the classroom) opportunities are planned for, such as taking part in and watching regular performances, alongside visits and visitors into school, such as *Young Voices, Conductive Music and Rocksteady*.

### **Early Years Foundation Stage (EYFS)**

Music is delivered through the Early Years curriculum at Lyng, as part of the music element of Expressive Arts and Design, which is taught in discrete lessons and is also integrated into other learning goals and provision areas where relevant. The musical lessons are delivered through child-initiated and adult led activities. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

The children are given opportunities to sing and use their voice creatively and expressively; explore un-tuned percussion, with regular activities using claves; concentrate and listen to music and respond with voice and/ or movement and experiment with sounds (loud and quiet, high and low).

Music assists with the personal development of the whole-child by taking turns, listening to, singing to cultural songs, and responding to music by discussing emotions.

Performances are also key in encouraging a child's self-esteem so Early Years work hard to showcase their talent in their first school performances, such as the Nativity. Musicianship skills (beat/ pulse and rhythm) are introduced to children, which leads into skills taught in Key Stage 1.

### **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.

*(National Curriculum, 2013).*

### **KS1 (Year 1 and 2).**

At Lyng, Year 1 and 2 children sing as well as learning to play percussion instruments. Year 1 and 2 take part in a range of performances, such as Carols on the Playground (where family members are invited to listen to their singing). Year 1 also have the fantastic opportunity to take part in a STEAM (Science, Technology, Engineering, Arts and Mathematics) project, in which Conductive Music 'spark children's

musical curiosity' by transforming children's bodies into a musical instrument and creating their own musical instrument using a graphite pencil!!



## **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 notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

*(National Curriculum, 2013).*

## **LKS2 (Year 3 and 4):**

At Lyng, Year 3 children are given the opportunity to watch regular performances of Lyng musicians. A specialist peripathetic Music teacher, teaches 1 hour weekly music lessons to Year 3, where children are taught the music curriculum and build on prior musical skills by playing a string instrument (violin). Year 3 and 4 take part in a range of performances, such as KS2 Carols on the Playground (where family members are invited to listen to their singing) and wood-wind/ brass performances. Children in Year 3 and 4 also have the provision for small group music lessons, in which a specialist Music teacher, focus on Brass and Woodwind instruments. Children in Year 3 and 4 are also welcomed to be part of Lyng choir and some children have the fantastic opportunity to sing, perform and enjoy Young Voices, recording a charity single and performing in front of a variety of audiences for different occasions. Pupils in Year 3 and 4 also have the opportunity to learn an instrument by joining a band with parent-funded Rocksteady.



**UKS2 (Year 5 and 6):**

At Lyng, Year 5 and 6 children to watch regular performances of Lyng musicians and external musicians. Children take part in a range of performances, such as KS2 Carols on the Playground (where family members are invited to listen to their singing), singing and brass performances. Children have the opportunity to continue with Woodwind tuition and Brass tuition by a specialist Music teachers. Children in Year 5 and 6 are also welcomed to be part of Lyng choir and some children have the fantastic opportunity to sing, perform and enjoy Young Voices, recording a charity single and performing in front of a variety of audiences for different occasions. Pupils in Year 5 and 6 also have the opportunity to learn an instrument by joining a band with parent-funded Rocksteady. Year 6 take part in an end-of-school performance which assists with their transition to Key Stage 3.



**Progression of skills.**

Lyng teachers used KAPOW Music alongside planning from a local Music Hub (SIPs Music & Arts). The instrumental sessions taught by SIPs teachers encourages progression for children. The skills include all National Curriculum subjects and through this approach, the key musical skills are grouped under four key concepts:

- Singing
- Playing and Performing
- Musicianship (Runs through).
- Listening
- Composing (Notation)



	Unit 1	Unit 2	Unit 3	Unit 4
EYFS	<a href="#">Exploring sound</a>	<a href="#">Music and movement</a>	<a href="#">Transport</a>	<a href="#">Big band</a>
Year 1	Keeping the pulse (My favourite things)	Sound patterns (Fairytales)	Pitch (Superheroes)	Musical symbols (Under the sea)
Year 2	Call and response (Animals)	Instruments (Musical storytelling)	Structure (Myths and legends)	Pitch (Musical me)
Year 3	<a href="#">Ballads</a>	<a href="#">Developing singing technique (Theme: The Vikings)</a>	<a href="#">Pentatonic melodies and composition (Theme: Chinese New Year)</a>	<a href="#">Traditional instruments and improvisation (Theme: India)</a>
Year 4	<a href="#">Body and tuned percussion (Theme: Rainforests)</a>	<a href="#">Changes in pitch, tempo and dynamics (Theme: Rivers)</a>	<a href="#">Samba and carnival sounds and instruments</a>	<a href="#">Atlanting and transposing motifs (Theme: Romans)</a>
Year 5	<a href="#">Composition notation (Theme: Ancient Egypt)</a>	<a href="#">Blues</a>	<a href="#">South and West Africa</a>	<a href="#">Composition to represent the festival of colour (Theme: Holi festival)</a>
Year 6	<a href="#">Dynamics, pitch and tempo (Theme: Fingal's Cave)</a>	<a href="#">Theme and Variations (Theme: Pop art)</a>	<a href="#">Baroque</a>	<a href="#">Composing and performing a Leavers' Song</a>

### **CPD**

Members of staff and the coordinator are sent on relevant courses. These are often lead by our local Music Hub (SIPs Music & Arts). The content of these courses is then shared with the rest of the teaching staff. The impact of this training is then monitored and recorded through the subject leader's leadership log. *For example in 2023, The EYFS Lead and Music Lead went on regular half-termly training to understand approaches to teaching Music in EYFS/ KS1. Our SEN Teacher and Music Lead also attended training sessions on Music Inclusivity. All staff have had training during staff meetings regarding Music, as well as regular support with KAPOW Music Units. Staff have also had opportunities to watch Singing Assemblies from another local school with a good music provision. The Music Lead goes on yearly Young Voices training to assist with the LOfC opportunities of Music and Singing.*

### **Feedback**

Verbal formative assessment is carried throughout a lesson, as to allow the child to make progression during music making. End of year reports are provided by SIPS teachers to children who have extra music tuition.

### **Resources**

The importance of Music and Arts at Lyng Primary is evident, and it provides free opportunities for all pupils. The use of expert teachers from our local Music Hub (SIPs Music & Arts) allows Lyng children get expert teaching in Music as well as opportunity to be introduced to, learn and play a range of instruments, which they may not otherwise access. At Lyng Primary we fund instrumental tuition in small groups for children who show a keen interest or are spotted as being higher musical attainers. A range of musical resources is available, as well as loaned instruments from our local Music Hub (Glockenspiels, Dhol Drums, Brass Instruments, Woodwind Instruments, Boom-Wakas.). Early Years also have their own music resources. As well as this, school fund a range of external music opportunities; trips to Young Voices, Concerts and Theatre Performances. Teachers have access to a range of Music resources including Youtube, Charanga, KAPOW, Twinkl and Young Voices Class Mate AI.

## **Monitoring**

Lesson drop-ins take place with the Music Lead to quality assure the expert teaching from our local Music Hub. SIPS also monitor SIP's Music staff. Video footage is monitored by Music Lead on a termly cycle. Pupil voice is captured alongside the SIPS planning, curriculum aims and learning characteristics. Parent voice is also captured after performances/ events.

## **SEND**

At Lyng Primary we ensure that all pupils have access to a broad and balanced curriculum. SEND pupils may be supported through additional modelling visible on tables, visual displays and from further modelling from either the class teacher or other expert pupils. Where possible visits and trips are organised to provide pupils with musical experiences. The HIVE incorporates an element of music everyday as it assists with their learning. All children attend weekly singing assemblies.

## **Higher attainers**

Children who have a keen interest in music or show a good musical understanding in whole-class instrumental lessons are selected for school-funded tuition lessons to further enhance their progress. These are the pupils who teachers regularly challenge through their teaching and through becoming expert musicians in lessons and sharing their understanding with the class. These children will also be used as EXPERTS during lessons and help their peers.

# **IMPACT**

## **Assessment and Moderation**

Children's progress in music is assessed through success criteria in lessons with the progress against these informing the formative, verbal feedback. In addition to this at the end of every term the class teacher is expected to upload judgements of their progress and attainment to SIMS Tracker system. Progress and retention of knowledge is monitored through quizzing and revisiting vocabulary through the word wallets in every classroom.

Teaching and learning practice is also shared with other local schools at the local Music Hub which SIPS (Sandwell Music & Arts) regularly host. This hub has also created successful links with other local schools who have strong music provision.

## **Celebration of learning through performances:**

Impact is measured through the regular performances to a range of stakeholders, recorded learning journey (in videos/ class book) and by pupil and parent voice. The main evidence of learning is through pupil voice and performances as music learning is celebrated through 'doing' as opposed to evidencing in more formal written methods.

The impact of the music leader is monitored through the leadership log template which is shared with a senior leader on a half termly basis.

At the end of every term a musical performance is held, where the skills, engagement and progress is showcased to a range of audiences (peers, teachers, parents and governors). The choir perform within school and at external venues, such as at Resort's World Birmingham in Young Voices. The celebration to our Arts is also shown during the Arts Exhibition, which showcases pupil's work produced during 'Access All Arts Week'. To reward pupils for their commitment, passion and achievements in Music they receive certificates in whole school assemblies, Blue Peter Music Badges and Prizes.

**What Lyng pupils think about Music:**

“Singing helps me process feelings and become calm” which showcases how our music provision can help the whole child, but also how it progresses the individual musicianship, as children have “aspirations to take singing to a higher level” and feel they “like learning technical music skills”.

<p><b><u>Year 1:</u></b> “Music is... fun. Make me happy.”</p>
<p><b><u>Year 2:</u></b> “Music is... powerful, fun, relaxing, peaceful, exciting, wonderful, beautiful, catchy, joyful. Music makes me happy, dance, hyper, laugh. I love Music. Music is LIFE!”</p>
<p><b><u>Year 3:</u></b> “Music is... fun and enjoyable and makes me happy. What Music is? I love music so I believe everybody else can too.” “Music is... when you can be happy. Music feels magical. Music makes people happy. Music is fun! Wonderful.”</p>
<p><b><u>Year 4:</u></b> “Music is... medicine. Music is not to hear, it is to feel. Music is the best solution to any problem. Music is the voice of my soul”. “Music is... ART! Music is... Life. Music is a... PAINTING. Music gives a soul to the mind. The spotlight it yours. Music is an inspiration.”</p>
<p><b><u>Year 5</u></b> “Music is love” and “Music is character”.</p>
<p><b><u>Year 6:</u></b> “Music is unique. Music will follow YOUR heart. You cannot do anything wrong in MUSIC. Music will be different... for everyone!” “Music is FREEDOM. Music is my way to freedom. When I feel sad, Music makes me happy. Music is my medicine”.</p>

**What Lyng parents think about Music:**

Parents and Carers are invited to watch their children perform musical instruments, as well as to a range of wonderful performances, such as Carols on the Playground and Young Voices. Proud parents have expressed how Lyng’s Music provision enhances their musical skills but also enhances personal growth, “My child has grown in confidence, their family in other countries are so proud of them, as are we. What wonderful experiences” and that our music is, “So much fun and performances are as equally amazing”.