



# Fairburn View Primary School

## Music Policy

September 2023

Signed by: \_\_\_\_\_

**Chair of Governors**

**Review Date:**

## **Intent**

- 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 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, tempo, timbre, structure and appropriate musical notation.

At Fairburn View Primary School, music is strongly embedded throughout the school. Music explores the understanding and acceptance of the validity and importance of all types of music, with emphasis on diversity and the role that music may wish to be expressed in any person's life. Music at Fairburn View allows the children to gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods; styles, traditions, and musical genres. Our objective is to develop the children's confidence and curiosity of music ensuring that the children understand the value and importance of music in the wider community. The music skills, knowledge and experiences, which our children receive, will allow them to flourish in further education and in a variety of different contexts. Music at Fairburn View is a cornerstone to shaping our pupils into being well-rounded, knowledgeable individuals. A universal language embodies one of the highest forms of creativity. We ensure that children are engaged and inspired to develop a love of music and their talent as musicians, and so increase their self-confidence and creativity. We strive to ensure music is accessible to every child at Fairburn View with the support of one-to-ones and TA's being a part of the lessons.

## **Implementation**

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly music lessons, various concerts and performances, the learning of instruments and the opportunity to perform in termly performances. A music specialist teaches the elements of music in the music room, where they are able to use musical language to dissect and understand how music is made, played, appreciated and analysed.

Children from EYFS will explore sounds, different pitches and create a repertoire of music, which will be the start of their musical skills. From this, they will progress to playing different rhythms on tuned and un-tuned instruments, which will develop into reading musical notation, and learning how to play an array of musical instruments. Each topic will cover different levels of musical notation, styles of music, complex rhythms and different listening opportunities. They also learn how to compose focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

At Fairburn View Primary School, we ensure that sufficient time is given to music in order to enable pupils to meet the expectations set out in the National Curriculum program of study. Music planning is personalised to the needs of our children; it challenges them and builds on previous learning. To further support this, relevant activities within each lesson follows are impended throughout our wider curriculum. To further, enhance musicianship and creativity, children take part in weekly singing assemble, afterschool choir, concert experiences, workshops, external visitors, wind ensemble afterschool, end of year productions and regular performances to parents and the community throughout the year

### **Impact**

Our aims are to

- Develop musical skills and concepts through listening, appraising, performing, composing and improvising
- Develop social skills through co-operation with others in the shared experience of making music
- Develop an understanding of musical traditions and developments in both our own and other cultures
  - Enrich and support learning in other areas of the curriculum
  - Develop links with our local community through shared musical events.
  - Develop their vocal skills enabling them to sing expressively and creatively
    - Develop their overall musical ability
    - Develop an understanding of music history

Whilst in school, children have access to a varied program, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose as either a listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

## Whole school overview

### Subject Overview – Music



|               | Autumn 1                                     | Autumn 2   | Spring 1                           | Spring 1                    | Summer 1                    | Summer2                                |
|---------------|--|--|------------------------------------|-----------------------------|-----------------------------|--|
| <b>EYFS</b>   | Mel Harvest                                  | Christmas Nativity   | Everyone!                          | Easter Concert              | Big Bear Funk               | Reflect, Rewind, Replay                |
| <b>Year 1</b> | Hey You!<br>Halloween                        | Rhythm In The Way<br>We Walk<br>Christmas Nativity with acting | In The Groove                      | Round and Round             | Your Imagination            | Frog and Tadpole                       |
| <b>Year 2</b> | Hands, Feet, Heart<br>Halloween              | Christmas Nativity   | I wanna play in a band             | Zootime                     | Friendship song             | Rhythm grid –<br>Crotchets and quavers |
| <b>Year 3</b> | Let your spirit fly<br>Notation<br>Halloween | KS2 Nativity – singing   | Three little birds<br>Notation     | Glockenspiel 1<br>Notation  | The Dragon Song<br>Notation | Bringing us Together<br>Notation       |
| <b>Year 4</b> | Mamma Mia                                    | Victorian Music Hall<br>Remembrance                            | Glockenspiel 2                     | Lean On Me                  | Wellerman                   | Blackbird                              |
| <b>Year 5</b> | Livin' On A Prayer                           | KS2 Nativity –<br>singing/Young Voices<br>Remembrance          | Young Voices                       | The Fresh Prince of Bel-Air | Dancing in the Street       | Make You Feel My Love                  |
| <b>Year 6</b> | Music History                                | Music History<br>Remembrance                                   | Music from the Second<br>World War | Ukulele                     | Production                  | Production                             |

## Progress

In Music, a test is not always applicable when measure pupil progress. Therefore, as a school we use various different strategies for pupil progress. For example, we use low stakes quizzes, brain dumps or an appropriate assessment measure. Using these shows immediate progress within each topic and allows teachers to give summative assessment, which is built up over the year.

## Inclusion/SEN

Adapted activities and support packs available to support less able and to extend more able pupils. Children with barriers to learning, which are identified, will have provision made for their particular needs. Pupils may be supported within small groups or individually. They follow a structured, but stimulating programme within the guidelines of the Early Years Foundation Stage Curriculum / National Curriculum. Some pupils may require a personalised curriculum to support their needs. Parents are kept informed through meetings with the class teacher and SENCO when appropriate.

### **Provision across school for children with Special Educational Needs to be used as and when required.**

| Area of need                             | All pupils where appropriate  | Pupils at wave 2 interventions  | Pupils at SEN Support  |
|--|---|---|--|
| <b>Cognition and Learning</b>            | Adaptive curriculum planning, activities, delivery, support. Increased visual aids/modelling, use of IWBs Illustrated dictionaries Use of writing frames. Access to word processor In class support from Teacher/TA's Blue trays Recall of prior learning Flashback | Specific teaching of individual targets. Catch up Numeracy, Catch up English Precision Teaching Additional reading Lowest 20% Additional Phonics Support with teacher or TA Small group teaching of basic English/numeracy skills with teacher or TA. Pre teaching Memory Training            | Intense English or Numeracy support. Specific teaching- individual/Agency targets. Catch up English/Numeracy Precision teaching Additional individual reading Thinking skills Visual Timetables Rock Routines Intensive Interaction Early People Games   |
|  | Focused group work with TA's e.g. Guided Reading.   | Coloured overlays WALLS-Dyslexia Programme Rainbow words Colourful Semantics  | Walls-Dyslexia Programme/Coloured overlays RLI-Reading Language Intervention Toe by toe  |
| <b>Communication and Language</b>        | Adaptive curriculum planning, activities, delivery and outcome Increased visual aids, prompts, modelling etc. Structured rules and class routines Group work activities Drama Pupil Voice School council WELCOMM language screener                                  | Specific teaching of individual targets In class support from Teacher / TA with some focus on supporting speech and Socially Speaking Listening skills Music interaction Additional use of ICT Time to talk with Learning Mentor Listening skills   | SALT Therapist 1 day per fortnight Specific teaching of individual targets Time to Talk/Socially Speaking Support from Occupational Therapy Music interaction Additional use of ICT Time to talk with Learning Mentor Visual Timetables Input from WISENDSS RLI-Reading Language Intervention(Downs) Objects of Reference Timmy Tongue Drawing and talking Therapy   |
| <b>Emotional, Behavioural and Social</b> | Whole school behaviour policy based on Restorative Practice Whole School/Class rules Whole School/Class rewards/sanctions systems Circle time Lunchtime play worker Buddy System Librarians Presentation Evening Whole school approach to attendance                | Specific teaching of individual targets Small group circle time School/class rewards systems Support for unstructured times Music Interaction Social Stories Circle of Friends Socially Speaking/social monitoring Time To Talk Individual counselling/mentoring/behaviour plan Good to be me | Teaching of individual/Agency targets Small group circle time/Circle of friends School/class rewards systems Support for unstructured times Lego Therapy, Good to Be Me Social Stories/Socially Speaking Social Monitoring, Anger Management Boxall Profile/Beyond Boxall Profile RLI-Reading Language Intervention(Downs) Time To Talk/Wishes and Feelings Counselling /mentoring /behaviour plan CAHMS, ELSA, ECAT, SULP |

|                             |  |  |  |
|-----------------------------|--|--|--|
|                             |  |  | Boxall Profile<br>Bereavement, loss, transition support  |
| <b>Sensory and Physical</b> | Flexible Teaching arrangements<br>Staff aware of implications of physical impairment<br>Medical support<br>Specific seating arrangements<br>Health care plan<br>Lift | Specific teaching of individual targets<br><br>Additional handwriting practice<br>Enlarged text<br>Specific seating arrangements/Health care plan<br>Fit to learn<br>It's in a bag | Specific teaching of individual targets<br>Additional handwriting practice<br>Seating arrangements visual/hearing impaired Enlarged text<br>Individual support for PE / Fit to learn<br>Health care plan<br>It's in a bag / It's in a little bag<br>Movement and Handling plans<br>Adapted Keyboards<br>Writing slopes<br>Hoist, Specialist toileting seat<br>Standing frames, Functional seating<br>Floor sitter, Bench<br>Balance cushions |

## **Assessment**

Assessment is evidenced by observations and photos. Enrichment days and activities will be evidenced by recording, photos and observations. All assessments will be overseen and assessed by the music specialist. For example, we use a hot and cold task, 'What do we know?' sheets (one at the beginning of a new topic and one at the end), low stakes quiz, brain dumps or an appropriate assessment measure. Also, to encourage self and peer assessment by ensuring children have the opportunity to explore and explain their own ideas and feelings, respond to feedback and make the necessary improvements. Reports for parents are prepared annually in the summer term and take the form of a general statement based on the extent to which the pupil has achieved against the Music Key Skills and end of Key Stage Level Descriptions in the National Curriculum.

## **Monitoring and evaluation**

Monitoring and evaluation take place in the following ways:

- The subject leader along with SLT will monitor and evaluate the progression of Music each term.
- Subject leader will monitor the implementation of the progression map, through the use of the monitoring app Seesaw – uploading pictures and videos of children's work.
- The SLT plus the subject leaders monitor Music planning each half-term. The subject leader is responsible for overseeing Music across school.

## **Safeguarding**

At Fairburn View Primary school we take the safeguarding of our staff and students seriously. Any concerns raised within the teaching of Music must be directed to a member of the DSL team, in line with the schools safeguarding policy.

## **Parental engagement**

At Fairburn View Primary School, parents are involved in all musical performances, where they attend a regular and rigorous music programme. Parents and carers are also updated through the website and emails/text messages. Parents, during consultations and reports, are kept up to date and involved with pupils' attainment within the subject.