

# Sir Alexander Fleming Primary School and Nursery

'Belonging, Being, Becoming'



## Music Policy

Updated: September 2024

Review Date: September 2025

### Our School Values



*SAFE – keep ourselves and others safe by making sensible choices within school, online and in the community.*



*RESPECT – have the social, emotional and nurturing skills to respect ourselves, our families and our communities.*



*PRIDE – be proud of what we all achieve by aspiring to work hard and become your 'best self'*



*BRAVERY – to overcome barriers by attempting difficult challenges by being resilient, independent and inquisitive.*



*SUCCESS – achieving high standards with a belief that with effort anything is achievable.*

## **Intent**

At Sir Alexander Fleming we believe that music has the power to change lives. We aim to give our children an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. We believe music to be a very special way of communicating and we want to enthuse and stimulate children in their learning. We understand that it can hugely influence the personal development of young people. We believe that music reflects the culture and society we live in, so the teaching and learning of music enables children to better understand the world they live in. We want music to be both a creative and fun activity which children enjoy. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, and to develop the skills to appreciate a wide variety of musical genres.

## **Aims**

At Sir Alexander Fleming Primary School and Nursery, we aim to develop an understanding of musical concepts and to develop practical skills, enabling children to respond and communicate musical ideas, thoughts and feelings. Opportunity is given to develop an awareness of musical traditions, styles and cultures.

Music in our school allows all children to participate with enjoyment in the activities of:

- Performing
- Composing
- Listening
- Appraising

Through these the children will develop an understanding of the following musical concepts:

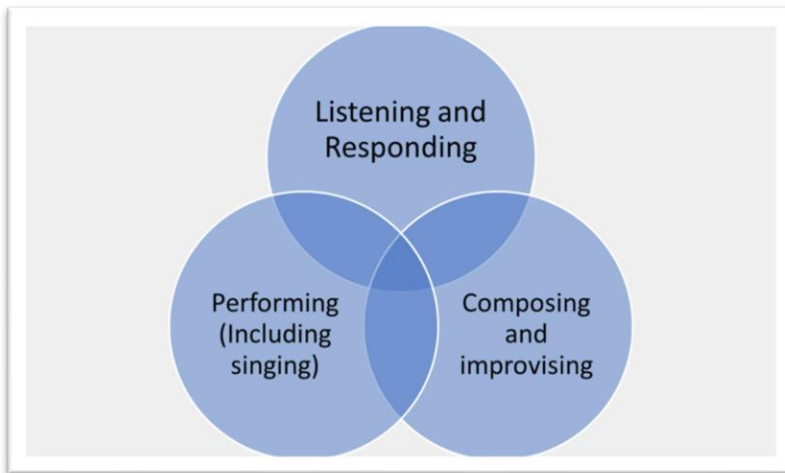
- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure

## **Teaching and learning**

We want all our children to experience a high-quality curriculum and to do this we will provide:

- Curriculum music sessions of one hour per week (this may take the form of short sessions spread across the week.)
- Instrumental lessons provided by Telford and Wrekin Music Service

- Musical events and opportunities, such as singing in assembly, concerts and shows, and trips to professional concerts
- A music genre calendar to play in assemblies, classrooms and in the lunch hall.



At Sir Alexander Fleming Primary School and Nursery, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Teaching focuses on developing the children's ability to sing in tune and with other people.

We follow the National Curriculum using the Model Music Curriculum

from Charanga for KS1 and KS2. The Charanga units use the three musical processes: **composition and improvisation, listening and responding and performing (including singing).**

Through singing songs, children learn about the structure and organisation of music, the songs may link with other curriculum areas such as French and PSHE. Music and singing can be used in all subject areas to facilitate learning and enhance the learning experiences of our pupils when planning units of work e.g. Brainy songs in science.

We teach children to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine to make sounds. We also teach them musical notation and how to compose music. Wherever possible music is linked to other areas of the curriculum.

In the EYFS, music forms part of the planned provision for creative arts. Music is also part of the specific area of Expressive Arts and Being Imaginative. Counting songs foster a child's mathematical ability whilst songs from different cultures increase a child's knowledge and understanding of the world.

In Key stages 1 and 2, music is taught once a week as a lesson and singing is taught in a weekly assembly and encouraged to happen in class throughout the week.

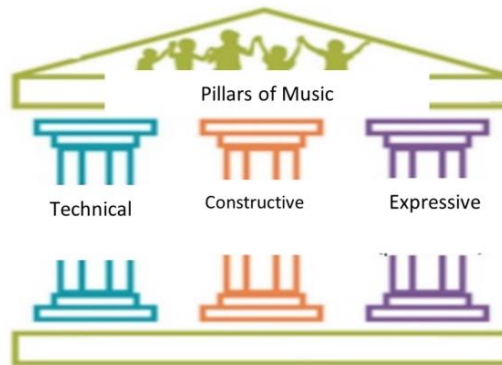
#### **Classes of knowledge in the music curriculum:**

**Tacit** – Tacit knowledge is gained through experiences through music, and pupils might not be aware they even know it.

**Procedural** – Procedural knowledge refers to the know-how of music.

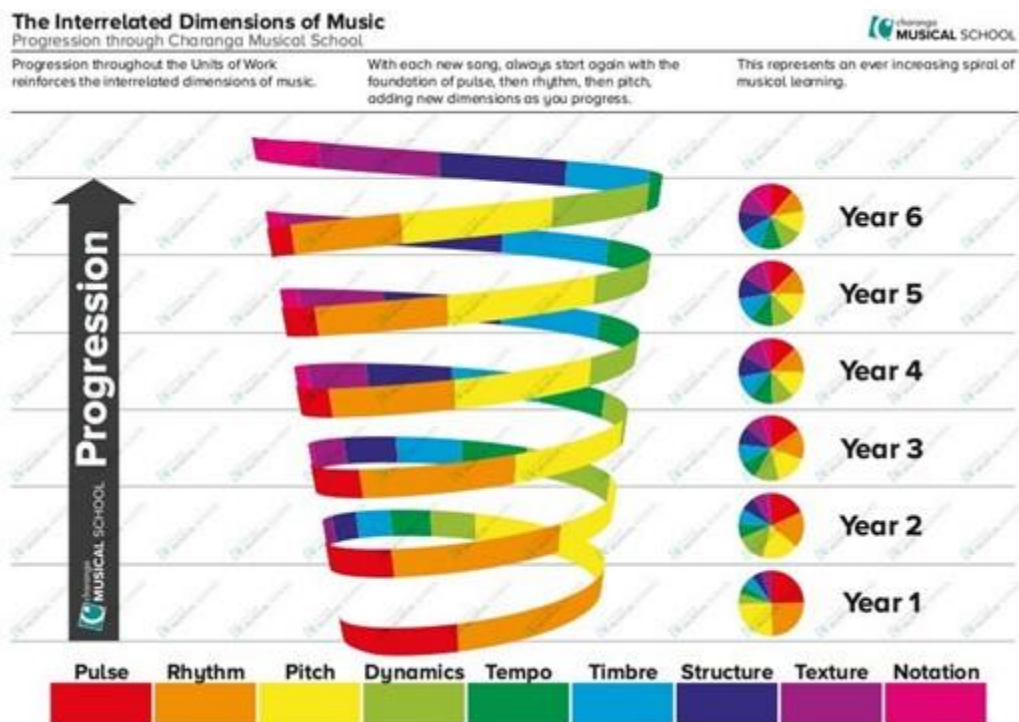
**Declarative** – Declarative knowledge refers to facts of music and includes knowledge of keys, chords and songs.

### The Three Pillars of Music:



The **Technical** pillar involves children playing a musical instrument or singing a musical piece.

The **Constructive** pillar looks at how a variety of musical components come together within a creative process. This allows children to experiment and create different sounds to see which sounds work well together.



The **Expressive** pillar allows children to demonstrate their feelings through musical instruments and pieces. This includes playing and performing songs that the children have composed themselves.

## **SEND Statement**

Sir Alexander Fleming Primary School and Nursery promotes a curriculum that puts all pupils, regardless of their needs, at the heart of what we do. By building mutual respect, we accept others for their differences believing that everyone is special and everyone has something to offer. Our inclusive and enriching curriculum, written for all children, provides pupils with meaningful and aspirational experiences as well as promoting personal growth for life-long learning. When the curriculum needs adapting to suit the needs of individual children, appropriate modifications are made by the class teacher with support from the SENDCo and the Curriculum Subject Lead.

## **Planning**

Staff use and follow the Charanga scheme for their planning. These plans ensure that the knowledge, skills and understanding set out in the National Curriculum are taught. They include coverage of all the activities and concepts.

Each term planning teams produce curriculum plans which outline planned music for the term, they can then select the relevant objectives from the medium-term plans.

## **Assessment and recording**

Teachers use AfL strategies to assess children's musical skills and development by making informal judgements as they observe them during lessons, this along with any judgements performances and individual lessons helps to inform future planning. Teachers also have access to Charanga's assessment tools to help inform their assessments of the children.

As per our **Teaching, Learning and Assessment Policy 2024**, this is how we assess music at Sir Alexander Fleming Primary School and Nursery:

### **Music**

#### **Formative**

Addressing misconceptions  
Adaptive teaching  
Self and peer assessment

#### **Summative**

#### **National**

Reception ELG Expressive Arts and Design - Being Imaginative and Expressive

#### **School level**

Nursery to year 6 evidence through Seesaw the lessons / end-performance  
Assess against the music progression document including photos, videos and pupil voice.



## **Equal opportunities and inclusion**

At Sir Alexander Fleming Primary School and Nursery, we plan to provide for all pupils regardless of gender, ethnicity, socio-economic status, cultural background, academic ability, Special Educational Need/Disability or vulnerability to achieve their full potential. We are committed to ensuring that children and staff are happy and that they enjoy coming to school. This policy will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and code of conduct. We are

committed to meeting the needs of everyone especially those identified in the 2010 Equality Act. In line with our 'Equal Opportunities Policy' we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with **respect**.

We will:

- Plan our classroom activities to challenge.
- Be aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- Use materials for teaching which avoid stereotyping, bias towards race, gender, role or disability.
- Deal with such issues clearly and sensitively when they arise.

Children identified as needing extra support in Music will be given the appropriate help in the classroom. Providing for SEND pupils should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow all individuals to succeed.

### **How is music monitored at Sir Alexander Fleming Primary School?**

The music subject lead is responsible for raising the standards of teaching and learning in music across school. Monitoring in the form of book scrutinies, observing Seesaw videos, pupil voice, learning walks from across the school is analysed to identify strengths and areas for improvement and from this analysis, the School Development Plan each year will focus on any key issues which need to be implemented, monitored and evaluated.

At Sir Alexander Fleming Primary School, the following monitoring strategies may be used for music:

- Looking at pupil work in the form of book looks, Seesaw videos.
- Viewing music medium term planning – to support teachers within school.
- Undertaking lesson observations and learning walks.
- Planning CPD opportunities for all staff.
- Listening to pupils through pupil voice.
- Attending relevant courses to keep up to date with important developments in music
- Communicating with Governors.
- Monitoring resources to ensure that they are suitable for teaching practice.

### **Policy links**

Equal opportunities policy

Marking and feedback policy

SEND policy

Curriculum policy

Long term overview and progression in Music

Teaching, Learning and Assessment policy