



# Music Policy

Date : March 2023

Date to be reviewed : March 2026

## **INTRODUCTION**

At Whoberley Hall our aim is that every child has the opportunities to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. The Kapow Music scheme introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

## **AIMS**

Our aim is for children to develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and how it can be written down. Through Music, our curriculum helps children develop transferable skills such as leadership, team working and creative thinking, problem solving, decision making and presentation and performance skills. We believe these skills are vital to children's development and in their general lives outside and beyond school.

## **CURRICULUM INTENT:**

At Whoberley Hall our intention is that every child has the opportunities to develop a life-long love of music.

We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

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Our music scheme 'Kapow' enables teachers to ensure pupils meet the end of key stage attainment targets outlined in the National Curriculum and the aims of the scheme align with those in the National Curriculum. It also covers all aspects of the Model Music Curriculum (DFE 2021).

## **CURRICULUM IMPLEMENTATION:**

In the Early Years Foundation Stage (EYFS), opportunities are given to children in the environments throughout the year. These opportunities are linked to the EYFS profile and include opportunities for children to develop in the area of 'expressive arts and design'.

In Years 1 to 6, children's lessons are planned through the Kapow Music scheme. This scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimension of music

Music is taught every week in every class. Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music: pitch, duration, tempo, timbre, structure, texture and dynamics and use these expressively in their own improvisation and compositions.

This scheme follows the spiral curriculum where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better as well as developing understanding and knowledge of the history of music, staff and other musical notations as well as the interrelated dimensions of music and more.

Staff follow the Kapow scheme with fidelity, whilst still adopting our school ethos and appropriate teaching strategies that work well for our children including; modelling of correct performance techniques, use of praise and celebrating achievements for all, practicing recalling key vocabulary and giving children the opportunity to discuss these terms with peers. Peer and self assessment is used regularly and verbal feedback is given live in every lesson.

## **CURRICULUM IMPACT**

Each Kapow lesson includes guidance to support our teachers in assessing pupils against the learning objectives and at the end of many units are performing opportunities where teachers can make a summative assessment of pupils' learning. These summative assessment via video are uploaded onto our shared folder online. After the implementation of Kapow, pupils leave our school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives. Children will:

Be confident performers, composers and listeners able to express themselves musically at and beyond school

Show an appreciation and respect for a wide range of musical styles from around the world

Understand the ways in which music can be written down to support performing and composing activities

Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences

Meet the end of key stage expectations outlined in the National Curriculum for music

Children who require further support with their learning are given more support during the lesson and sometimes the tasks may be differentiated to make it more suitable for the child. Mixed ability pairing in Music is used so children feel supported by their peers.

## **DIFFERENTIATION**

Every child has different needs. For individuals to be challenged but not discouraged, tasks should be provided which are matched to ability and interest level. Our curriculum offers every child, regardless of their musical ability to join in and make progress in music lessons. Many opportunities for peer and group work are given, where less able children are supported well.

For those children who are gifted and talented, there are opportunities built in to the scheme where they are able to be challenged, such as taking a more prominent role in performances or bringing in their own instrument during lessons.

Staff must be clear of the National Curriculum expectations for Music, outlined in Appendix 1

## **I.C.T. IN THE MUSIC CURRICULUM**

Children are given opportunities, where appropriate, to develop their IT capability and these are planned in accordingly through the wide and varied units in the Kapow Music Scheme.

## **MANAGEMENT AND ORGANISATION**

The overall responsibility for the music curriculum lies with the Headteacher. The line management of the music co-ordinator should be addressed at this point. The role of the music co-ordinator should include the following:

- To co-ordinate the implementation of the music policy and schemes of work.
- To ensure that the schemes of work meet the aims and objectives of the music curriculum and that each child receives his/her entitlement through a differentiated approach.
- To assist and guide colleagues in the delivery of the music curriculum and provide in-service training for staff where necessary and appropriate.
- To provide opportunities for pupils to experience live music presentations and performances involving one or more Expressive Arts disciplines both within and outside the school.
- To ensure that adequate resources are available and are easily accessed and that there is a suitable variety of recorded music, which is catalogued and cross-referenced.
- To provide guidance and support for others
- To monitor and evaluate the teaching and learning of music throughout the school.

- To provide an over-view of the subject for the SMT and for colleagues, governors and parents.
- To attend relevant in-service courses or provide CPD themselves.
- To liaise with other co-ordinators within the school - in particular those involved with other Arts subjects.

## **ASSESSMENT**

In the EYFS, a Reception baseline is conducted within the first half of the Autumn term. Reception children are also assessed against the statutory EYFS profile at the end of the school year. Through the assessment of the area of 'expressive arts and design', teachers are able to unpick children's strengths and weaknesses.

Teachers from Years 1 to 6 use formative assessment throughout their lessons; using questioning and observation throughout lessons to assess children's understanding and to allocate support where needed.

Every year group from Year 1 to Year 6 follow the Kapow Music Scheme, which provides regular summative assessment opportunities. These usually arise at the end of a unit, giving children opportunities to show what they have learnt. Most of our assessment is documented via videos and these are stored on the school drive.

## **EQUAL OPPORTUNITIES**

The music policy reflects the school's policy on equal opportunities. All pupils have the entitlement, irrespective of gender, ethnicity, class, language or disability. All children are offered the same opportunities for making music e.g. lessons from peripatetic staff, practising on instruments and singing.

The repertoire of songs and listening material will be carefully chosen to represent a range of cultures.

Opportunities will be given to watch and listen to representatives from outside agencies e.g. Live music performances from the Performing Arts groups.

## **SPECIAL EDUCATIONAL NEEDS**

The music policy reflects the school's policy on SEN. Music is available to **all** pupils, regardless of their ability and a variety of teaching methods will be employed.

Children who demonstrate a particular talent will be catered for by specially differentiated activities to challenge and extend their learning, to ensure that they are meeting their full potential.

## **EXTRA - CURRICULAR ACTIVITIES**

Option for parents to choose 1:1 or small group lessons

Opportunities to attend events such as Young Voices or other events

## **REVIEW, EVALUATION AND MONITORING**

The co-ordinator will monitor and evaluate year group schemes of work. Check work for continuity, progression and consistency with fidelity to the Kapow Music Scheme.

## **PARENTAL INVOLVEMENT**

Parents will be regularly informed about any musical activities and events that are taking place. This also enables parents to see progression in the children's work.

Parents are encouraged to help in many areas of the curriculum including support in musical activities, and sharing expertise. Opportunities are given for parents to choose for their child to attend 1:1 or small group lessons with a range of instruments to choose from.

## **STAFF DEVELOPMENT**

The music co-ordinator will:

Have an over-view of the subject throughout the school.

Identify and share good practice.

Attend relevant online courses and workshops provided by Kapow Music Scheme

Identify staff training priorities arising from the monitoring process and staff discussions.

Encourage members of staff to attend twilight courses where appropriate.

Organise regular INSET school-based sessions, in accordance with the School Development Plan.

## **Appendix**

Key Stage 1 and 2 Objectives from National Curriculum 2014

## 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.

## 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.