

Music Policy

Holbeach Bank Academy and Holbeach Primary Academy

September 2023

Music Intent

At Holbeach Primary Academy and Holbeach Bank Academy the intention of our music offer is that pupils gain an understanding of what music is through listening, singing, playing, evaluating, and composing across a wide variety of musical pieces. Our intent is to develop a curiosity for the subject, as well as an understanding of the validity and importance of all types of music, and an unbiased respect for the role that music may play in any person's life. We are committed to ensuring pupils understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. We also intend to broaden experiences and opportunities for pupils through exposure to different music styles, genres and instruments through visitors and trips and opportunities for performance.

Curriculum Planning

As well as following the National Curriculum, we intend to align closely with the Model Music Curriculum (MCC) 2021. At Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week. In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. The mandatory term will be supported by musical specialists from an outside agency – Act II. Opportunities for development could continue beyond the mandatory term dependent on extenuating circumstances. All classes across key stages will experience musical tuition for at least one term across the academic year. There is access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.

The Model Music Curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening
- Composing
- Performing/Instrumental Performance

This approach, using the MCC as a guide, covers all aspects of the National Curriculum Programme of Study for music. We have adapted the scheme so that the what the pupils study in music builds upon prior learning. The belief that pupils should progress through key stages with their music understanding and skills drives the yearly end points. There are opportunities for pupils of all abilities to develop their skills and knowledge in each key stage. The planned progression built into the scheme of work means that the pupils are increasingly challenged as they move through the school.

Teaching of Music

Singing lies at the heart of good music teaching. We encourage pupils to participate in a variety of musical experiences, through which we aim to build up the confidence of all pupils and we make music an enjoyable learning experience. Our teaching focuses on developing the children's ability to sing with pitch and rhythmical accuracy and awareness of others. Through singing songs, pupils internalise the music and learn about its structure and organisation. We teach pupils to listen and to appreciate different forms of music. As pupils get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Pupils develop descriptive skills in music lessons when learning about how music can evoke feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We equip pupils to work collaboratively with others, combining their individual ideas to create, rehearse and present their own music. We also teach music software programmes and traditional staff notation.

Our children play a range of instruments, including the ocarina, keyboard, ukulele and boomwhackers. We work with the ACT II music service to ensure that all year groups in Key Stages One and Two receive weekly instrumental lessons delivered by specialists. Our teaching ensures progression as they move through the school to develop expertise in particular musical instruments in line with the Model Music Curriculum, which aligns with the National Curriculum.

We recognise that there are pupils of widely different musical abilities in all classes, so we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil.

Teaching children with SEND

We believe that all pupils are entitled to access to all subjects. The SEND Code of Practice states that pupils with SEND are entitled to reasonable adjustments and access to the curriculum. Through our music teaching, we provide learning opportunities that enable all pupils to make progress from their individual starting points. We do this by setting suitable learning challenges and responding to each pupil's different needs. Assessment against the Model Music Curriculum allows us to consider each pupil's attainment and progress against expected levels and make informed judgements.

Outcomes

Outcomes for Music are informed by the EYFS Framework, National Curriculum and progression documents.

EYFS

In the Early Years and Foundation Stage, we believe that music contributes to a pupil's personal and social development. Counting songs foster a pupil's mathematical ability and songs from different cultures increase a pupil's knowledge and understanding of the world. We teach music in our EYFS classes as an integral part of the work covered during the year. We relate the musical aspects of the pupil's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for pupils aged three to five.

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.

Performances

Our curriculum includes opportunities for all year groups to perform. All pupils, regardless of their abilities, participate and perform to adults. This provides pupils with the opportunity to speak and sing with projection and expression, and with increasing self-awareness as they perform to an audience. These performances could be at the end of a half term to celebrate learning, a Church service or on an enrichment day such as World Music Day or a Eurovision event.

Extra-Curricular Music

We have an academy choir at each school which we encourage pupils to join. The choir meets on a weekly basis and, although its primary aim is to enable pupils to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the Christmas carol concert and at local festivals. The choirs also perform within collective worship and assemblies.

In addition to this, we have recognised a small group of gifted and talented pupils within the routine Music lessons and now offer them an additional music lesson learning to play the keyboard to further develop and progress their musical skills.

After school, we offer (paid) guitar lessons to those who wish to take part and encourage children to join music clubs through displaying posters advertising the company's services.

Assessment and Recording

Teachers assess pupil's work in music by making informal judgements as they observe and record them during lessons. On completion of a piece of work, the teacher marks/reviews the work and comments as necessary and relevant. At the end of a term, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment and records these on Target Tracker. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

Resources

A range of musical instruments are provided across the academies to ensure that our pupils are equipped with the resources required to progress through the curriculum. We keep resources for music stored in accessible centralised area within and across both academies. The academies have a combination of music books there is also access to computer software to support pupil's individual research and composition work.

Monitoring and review

The Music subject leaders are responsible for the standard of pupil's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. Monitoring is completed termly with in line with the Music action plan.

To be reviewed September 2025