



**Exploring together
Succeeding together**

Music Policy

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Intent

“A central purpose of good music education is for pupils to make more music, think more musically and consequently become more musical.” OFSTED Music Review, 2021.

At Hill Avenue, we seek to build on children’s understanding of music that they bring with them from their own families and communities and broaden it out to encompass a wide variety of genres and music making. From developing children’s early listening skills to identifying the rhythms, patterns and sounds that they will need for early language acquisition and phonic development, to the academic rigour of musicianship as children learn to sing, play an instrument and perform in a wide variety of scenarios. We aim to embed a love of music as an intrinsic part of our society whilst teaching the skills and understanding to enable our musicians of the future to thrive creatively and achieve the highest levels of academic and personal achievement.

Our school values of Happiness, Teamwork, Achieve and Respect create an atmosphere where everyone’s musical preferences and performances are valued. Music is with us through all parts of our lives and encourages children to explore a range of emotions that make us laugh, cry and everything in-between in a way that helps us understand these responses on an academic as well as human level.

Music provides an important context for our lives. From religious services, celebrations, football chants and film scores it permeates our everyday life for our children and families. Thus, it is exciting for children to be able to unpick and understand this underscore of everyday life and begin to make it their own. By including personalised units that cover music making from non-European cultures and the classical European tradition children will leave Hill Avenue with a strong grounding in the knowledge of world-wide musical traditions, the ability to sing and the experience of playing a variety of tuned and un-tuned instruments as well as performing.

Ensemble work is key to musical understanding and progression, and this embodies teamwork as children develop the patience and understanding to create inclusive pieces and perform in a way that celebrates all talents, together as one.

The aims of music teaching are to enable children to:

- know and understand how sounds are made
- understand how sounds are organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed
- know how music is written down in both traditional scores and representing sounds in other ways;
- understand how music is influenced by the time, place and purpose for which it was written;
- develop the skills of performing, composing and appreciating music.

Implementation

At Hill Avenue Academy we make music an enjoyable, explorative and immersive learning experience. We encourage children to participate in a variety of musical experiences where we aim to build up the confidence of all children including performances.

The planned progression built into our curriculum ensures that the children are increasingly challenged as they move through the school. This progression model is continually reviewed to ensure children are receiving a high-quality music provision.

As propounded by the OFSTED Music subject review of 2021- the complexity of playing a musical instrument relies on the prior acquisition of musical knowledge, without which, further learning will cause significant cognitive overload. Our well- structured personalised spiral curriculum seeks to break up and revisit these composite skills over the children's time in our school in order to build up and progressively develop a rich vocabulary, skills and knowledge making important links between prior learning and new applications.

At Hill Avenue Academy we teach the knowledge, skills and understanding set out in the National Curriculum as a minimum. Music is taught in a way that ensures the greatest levels of improvement, once a week, that builds on the 'little and often approach,' to skills and knowledge acquisition.

To further enhance our offer, we provide music tuition from the Wolverhampton Music Service which provides professional musical instrument lessons from a specialist for children in lower Key Stage 2, in an ensemble setting. Building on from this provision, children are identified for 'Flying Fives and Soaring Sixes,' to develop talented musicians.

This additional provision is in order to channel our children's talents into city wide ensembles and open musical doors to exciting experiences and futures. We are especially focused to ensure that our disadvantaged children are offered these opportunities in order to address barriers to musical achievement and steady decline of uptake post KS3 as noted in the OFSTED Music Subject report of 2021.

As well as a strong grounding in musical traditions we also develop children's ability to sing in tune and as part of an ensemble. Our personal and localised provision provides opportunities to promote 'real' and purposeful performances such as our Christmas Service where parents are invited to experience the magic of children singing in unison for a purpose as well as end of year productions.

Music contributes significantly to the teaching of other subjects such as English by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and the internet to develop research skills when finding out about the history of music and musicians. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes, for example, the 12 bar Blues as a sequence of 48 notes, divided into 12 bars. Talent in music is often anecdotally linked with talent in

mathematics, as the rhythm and structure of music is mathematically based. In Early Years Foundation Stage, this is demonstrated in Nursery rhymes.

Computing is used in music, which reflects how modern music is often produced. Children use computer programmes to compose music and use software such as GarageBand, evaluating their own compositions.

Learning is underpinned through the following disciplinary concepts, which form the basis of our curriculum as children are required to reflect and evaluate previous learning as they begin anew:

Listening and evaluating	Creating sound	Notation	Improvising and composing	Performing
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Throughout the curriculum children will revisit the key concepts below:

Pitch	duration	dynamics	tempo	timbre	texture	structure
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Early Years Foundation Stage

Within Nursery, children learn music through Expressive Arts and Design and Communication and Language. They will listen with increased attention to sounds and respond to what they have heard, expressing their thoughts and feelings. Children will be able to remember and sing entire songs and ‘pitch match’ another person. They will sing the melodic shape of familiar songs and lay instruments with increasing control to express their feelings and ideas.

In Reception, children build on the skills and knowledge from Nursery within Expressive Arts and Design / Communication and Language by exploring and using a variety of artistic effects as well as recapping on previous learning and refining ideas. They will create collaboratively, sharing ideas, resources and skills and listen attentively, move to and talk about music, expressing their feelings and responses. Children also explore and engage in music making and dance, performing solo or in groups, as well as, singing in a group or on their own.

At the end of Reception, children will sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1

In key stage one, children build on the successes of Music in EYFS by journeying through a rolling programme of units that introduce the children to the 7 elements of music (pitch, duration, dynamics, tempo, timbre, texture, and structure) revisiting and adding in new elements as children become more knowledgeable. For example, in the Year 1 unit “Animals” children are introduced to dynamics and tempo as they are initially asked to respond to highly contrasting pieces through movement e.g. Beethoven’s Moonlight Sonata- very slow tempo (legato) and limited dynamics and Vivaldi’s, “Winter”- which has a faster tempo and clear changes in dynamics. In Year 2, in the unit ‘Myths and Legends’, they are able to observe an orchestral ensemble performing Glucks’s “Che faro senza Euridice” from, “Orfeo” where they can see the musicians and how they work together to create the texture of the piece using different instruments and playing them in different ways (whilst

dynamics and tempo are relatively constant). Children then create their own pieces in responses to myths and legends using their increased knowledge and understanding of the range of elements covered.

Key Stage 2

In years 3 and 4 children's use of tuned and un-tuned musical instruments in KS1 is built upon through our use of a specialist music teacher who develops the children's abilities to perform as an ensemble. This will also support the identification of gifted and talented children who will filter through to our Flying Fives and Soaring Sixes programme. Alongside this, our class teachers focus on children creating compositions in response to an animation, which pulls together their knowledge of the 7 elements in order to best represent what they see on screen and what they wish their audience to feel and the completion of other units throughout the year.

Composition for effect is revisited again at the end of year 5/6 with a unit on Musical Theatre. This time, children are asked to respond to the greats of this genre- from Tim Minchin's, "Matilda," to Gilbert and Sullivan's, "Pirates of Penzance," which exemplify not just musical excellence but the use of clever wordplay in lyrical composition. Their last foray into composition, therefore, not only relies on a thorough understanding and application of the 7 elements, but the use of a wide variety of instruments (including voice) and lyrics to create a Musical Theatre scene. Children will leave Hill Avenue with the skills, knowledge and passion to enjoy music to its fullest into secondary and beyond.

We ensure all children access our music lessons and take part fully. Where adaptive learning is needed, individual children's access needs are taken on board in order to facilitate their understanding and enjoyment of a vital part of the human experience. Indeed, many children who may experience difficulties in core subjects soon discover that the common language of music enables them to fly: gaining confidence that then feeds back into further academic achievement across the curriculum.

When planning for teaching and learning we take into account the wide range of abilities of our children. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers ensure that pupils with SEN and/or disabilities can study Music and ensure that there are no barriers to every pupil achieving. Teachers plan differentiated learning opportunities to meet individual needs and put in place reasonable adjustments and scaffolds whilst ensuring access to a full and varied Music curriculum along with their peers.

Our planning ensures there are opportunities for children of all abilities to develop their knowledge and skills in each unit and planned progression has been built so that the children are increasingly challenged as they progress within a unit and across key stages.

Assessment

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music, as are the class teachers who deliver the weekly lessons.

Assessment steps are used by class teachers to determine children's understanding, subject knowledge and music skill set in relation to the National Curriculum Expectations.

High quality planning progressively builds on knowledge, skills and understanding across year groups, and key stages. Learning is assessed by teachers in lessons through observations, questioning and in the moment feedback and personalised feedback ensuring misconceptions are addressed promptly and effectively.

Where learning happens without a written outcome, ie a performance, evidence of this can be captured digitally and uploaded to a class file which is a personal secured online space.

Class teachers will make end of unit summary judgments about the learning of each child in relation to the National Curriculum expectations.

Impact

Our Music curriculum is designed to excite and develop creative thinkers who are passionate, who want to share their expertise and have a true interest and real love of learning within this subject. We believe our rich Music curriculum will lead to quality outcomes, great learning and rapid rates of progress.

The Music subject leader will regularly monitor and review the teaching and learning of Music as well as reviews and feedback from SLT and Pupil Voice. The learning journey of Music and outcomes will be monitored, identifying strengths and ways to grow to improve through feedback.

Our schemes of work reflect the content and challenge of the curriculum. Our aim is to offer a broad, balanced, rich and vibrant curriculum that provides challenging pathways to achievement for all learners and leads to excellent Music provision.

Our personalised curriculum will be exciting and will inspire children to nurture a passion for Music. The quality of education will be evaluated to ensure that it enables children to achieve the highest standards with high quality learning outcomes and supports children in being confident, resilient, self-motivated independent learners with the skills to have a lifelong love for Music.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Marking and Feedback Policy

Curriculum Policy

Assessment Policy

SEND Policy

Equal Opportunities Policy

Health and Safety Policy

This policy will be reviewed annually by staff, SLT and Directors of the Trust/CEO.