

**Fazakerley
Primary School**
Formosa Drive, Liverpool, L10 7LD



Music Policy

Subject Leader: Miss S Thomas

Date: June 2022

Review Date: May 2023

Telephone (0151) 474-3060

www.fazakerleyprimary.co.uk

Fax (0151) 330-0375



Please find our privacy notice and data protection policies on our school's website under 'GDPR'

Our School Mission Statement

In order to achieve success at Fazakerley Primary School, we believe that *everyone* in our community is of equal *worth* and should be given the opportunity to develop their full potential intellectually, emotionally, socially, physically and professionally. We promote in our whole school community, an understanding and respect for everyone's well-being and mental health, valuing and supporting each other as an integral part of our school life.

Rationale

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, carers, governors and other agencies have a clear understanding. This policy is the formal statement of intent for Music. It reflects the essential part that Music plays in the education of our pupils. It is important that a positive attitude towards Music is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of current National Curriculum requirements.

Introduction

Our bespoke Music curriculum has been developed using the National Curriculum along with Charanga and Resonate (Liverpool's Music Hub). Extensive research was undertaken when developing this curriculum to help build a subject vision and intent that serves the needs of our pupils and supports them in understanding the relevance of music in our culture, history and the creativity of our city.

Aims:

Intent and Design

At Fazakerley Primary School, we believe that Music is an essential part of our creative, challenging and exciting curriculum. We offer a high quality Music education which engages, inspires and challenges our pupils. We ensure to equip our children with the knowledge and skills to appraise music, improvise, compose and perform across a range of styles, cultures, traditions and historical periods. We carefully prepare experiences to enhance and enrich music linked to our **culture** driven curriculum which directly supports our whole school vision. We live in a culture rich city and want our pupils to understand the relevance of music in our culture, history and the creativity of Liverpool.

Celebrating and encouraging creativity in pupils is very important at Fazakerley Primary school. We thrive to develop their individual characters and talents through increasing their knowledge of the arts, including music. Vocabulary is at the heart of our curriculum and we teach explicit vocabulary in advance, giving our children the opportunity to explore and appraise music and allowing them to learn and progress.

We ensure that children are provided with opportunities to develop resilience, to grow and to understand the world around them. It is vital that we build the resilience of our pupils; we encourage them to take risks and celebrate learning from their mistakes. We aim to build on the musical **aspirations** of each child and we



Telephone (0151) 474-3060

www.fazakerleyprimary.co.uk

Fax (0151) 330-0375

Please find our privacy notice and data protection policies on our school's website under 'GDPR'

strongly believe that children should be given the opportunity to share their musical skills, both in and outside school. It is our aim that each child becomes a confident performer and develops their musical identity by the time they leave Fazakerley Primary School.

Before leaving our school, children at Fazakerley Primary School will be taught to play the glockenspiel, guitar and keyboard (as a minimum). We also ensure that all children are provided with opportunities to experience live musical concerts including online experiences. Throughout their time with us, our pupils will be exposed to a varied selection of high quality musicians and composers.

Implementation

At Fazakerley Primary School we use a music scheme called Charanga to support our planning and teaching of music. This scheme runs from Reception through to Year 6 and ensures good progression. Music lessons are all taught discretely, whilst acknowledging any meaningful links to other subjects. Throughout our school, music is taught on a weekly basis as we recognise the positive impact music lessons have on the mindfulness and wellbeing of our older children. This also gives the children a chance to engage thoroughly with the knowledge and skills so that a solid understanding is gained. We invite specialised tutors to deliver guitar and keyboard sessions in KS2 to support children further on their musical journey.

Each music lesson allows children to listen and appraise a wide range of musical genres and styles using the vocabulary they have been exposed to. Through musical activities, children are given opportunities to explore musical features, sing, play instruments, improvise and compose. Each lesson finishes giving children the chance to perform and share their musical piece as a group or ensemble.

Providing our pupils with meaningful enrichment opportunities is so important to us. Through the year we hold various enrichment weeks ensuring opportunities for listening to, appraising, exploring and performing music (Arts Week, Armistice Week, World Music Day, Christmas). Teachers will plan and teach cross curricular lessons and produce pieces (including music) which are celebrated in whole school assemblies. The skills, knowledge and vocabulary are transferred during these weeks, taking into account the year group objectives. In addition to this, we invite parents and carers to our Harvest, Christmas and Easter assemblies which are full of musical performance (singing and playing instruments).

Our music curriculum aims to support whole school aims by providing rich opportunities to engage our children with music both in and outside school. Music reflects our **culture** and society and so the teaching and learning of music enables children to better understand the world we live in. We want to build strong relationships between our school and the local community and our children to get involved in various music experiences outside of the typical school day. This includes performing for parents, music trips and concerts. During music lessons pupils will also be learning songs from around the world and in different languages, celebrating different cultures around us. We also welcome visitors into school whenever possible so the children can experience live music.

Subject Delivery

Music at Fazakerley Primary is delivered discretely, not within a topic based approach, but as a subject in its



Telephone (0151) 474-3060

www.fazakerleyprimary.co.uk

Fax (0151) 330-0375

Please find our privacy notice and data protection policies on our school's website under 'GDPR'

own right.

We use a variety of teaching and learning styles in our lessons in order to meet the individual needs of all our children. Indeed, in all classes pupils have a wide range of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We strongly believe in maintaining high expectations of **all** our pupils and that with the right support they can **all** achieve their full potential. We endeavour at all times to set work that has high expectations for all, is challenging, motivating and encourages our pupils to talk about what they have been doing.

Teaching in all our classrooms within the Music curriculum provides opportunities for:

- group work
- guided work
- paired work
- whole class teaching
- individual work

Each lesson is broken down into 'Listen and Appraise', 'Musical Activities' (where children have the opportunity to sing, play instruments, improvise and compose) and 'Perform and Share'.

Time Allocation

Across the school, Music is taught weekly. Each year group has been allocated 30 minutes a week for Music. In Year 4 and 5, this is delivered through sessions with Music tutors from Resonate that come into school to teach Guitar and Keyboard. They receive this once every week.

Children's Work

Teachers use the SEESAW App to record work during Music sessions. Pictures, videos or audio clips can be recorded of music appraisal, musical activities and performances. This can be individual work or within a small group/whole class situation. Teachers also make use of the working wall to record ideas and responses during Music sessions.

Resources

It is the responsibility of the Music Subject Leader to purchase, store and maintain new Music resources. All staff members will be involved in identifying the needs for new resources and will inform the Music Subject Leader of any areas in which resources could be improved.

Environment – Displays, Working Walls and Learning Journeys



The learning environment is key to supporting our children's learning and working walls are a key part of this. In every classroom there are Working Walls which are a public display of the learning process of the current unit being taught. A plan of what should be included on all Music Working Walls is an appendix within the Classroom Display Policy. Music Working Walls focuses predominantly on the "appraisal" strand of music. The Working Wall also includes key vocabulary and the focus musician for the unit. Adults use these displays to support their teaching inputs and pupils are encouraged to utilise this display in each lesson as a supportive resource in their learning and work. Classrooms also have a 'Learning Journey' board which aims to capture the KEY Knowledge Skills and Understanding from previously completed units in as many areas as the board/classroom allows. Music curriculum displays around communal areas of school are used to showcase pupils' learning. (Please see Environment Policy for more details)

Planning

A Long Term Plan for Music has been devised from EYFS – Y6. Alongside our Curriculum Intent statement, this forms part of our intent for our Music curriculum. It is a carefully considered overview plan of the content that has been carefully chosen, placed strategically in a deliberate order to allow for coherence, sequencing and progression so that our pupils know more and remember more over time. Included in the Music Long Term Plan is the KEY Knowledge, Skills and Understanding that will be covered in each unit. The vocabulary that is intended to be taught in each unit is also identified here, as well as details of the focus songs and musicians for each unit.

The Music subject leader has also devised a Medium Term Plan for each unit identified on the Long Term Plan from EYFS – Y6. This is a one-page easy to use document that explicitly outlines a series of lessons in a deliberate order making clear links to Charanga. The focus is objective rather than activity focussed and our shared understanding is one where the pupils learn rather than do. It also ends with an end of unit assessment task lesson which is designed to allow the pupils to demonstrate and the teachers to establish, how secure the pupils are in the intended KSU as they reach the end of the unit.

The Music subject leader draws upon the National Curriculum, supporting documents and resources from Charanga and Resonate as well as resources shared during networking events to support them in this process.

Enrichment

All leaders and teachers have contributed to an 'Enrichment Map' which outlines visits out of school/visitors into school for pupils EYFS-Y6. These experiences have been carefully considered to ensure that they effectively contribute to the pupils' learning, that they are more than just memorable experiences but enrich the KSU in our intended curriculum. For Music, Year 4 and 5 will attend the Philharmonic in Liverpool to experience a live musical performance. We also invite musicians into school to work with **all** children across the school (e.g. World Music Day).

All leaders and teachers have also contributed to a 'Home School Projects' map which outlines projects that are completed at home that are again designed to enrich the learning experiences for our pupils in line with



all subjects in our intended curriculum, including Music.

Equal Opportunities

- All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced English curriculum. We have high expectations of all our pupils.
- Attainment of boys and girls as well as the achievement of other groups (e.g. SEND, EAL, Pupil Premium) is carefully monitored.
- Teachers plan careful differentiation and provide resources that enable pupils to access their year group objectives at some level wherever possible.
- Suitable resources and learning environments will be made available to enable pupils to access the learning required.

Special Needs

We believe that quality first teaching is essential in identifying and catering for the specific needs of all of our children. Teachers differentiate their questioning and level of support provided in order to ensure that all needs are met. Teachers monitor the progress of our pupils very carefully and if it is deemed that a child is not making expected progress, then the teacher identifies this to the SENDCo as a 'teacher concern' and additional provision is then planned. The provision is then monitored using the 'assess, plan, do, review' cycle. If at this point, it is still deemed that the child is not making sufficient progress, then we would seek additional advice from external agencies. This is classed as 'SEN support' and pupils and parents are invited to contribute towards the child's one-page profile, which considers the views of the child, the school and the parents. This profile suggests recommended outcomes which are reviewed termly. The child's input is integral to the success of this profile as it allows the child to freely express how they feel about their learning and how school can support them.

EAL

We are aware that pupils with English as an additional language may have specific challenges and may require tailored support in order to access the curriculum.

More Able Children

We ensure that our more able pupils are constantly challenged through differentiated tasks and more challenging success criteria.

Monitoring

Monitoring is undertaken in various ways:

- The Music Leader /SLT observes lessons usually with a focus that is a whole-school issue or area for



development.

- Scrutiny of teachers' planning if presented.
- Monitoring pupils' work on the Seesaw app.
- Learning Walks – usually with a specific focus of interest. This includes evaluating the quality of the learning environment and use of working walls.
- Staff, parent/carer and pupil voice

Assessment

Please read our school's 'Assessment' and 'Marking and Feedback' policies, which this policy runs alongside. Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. It is both formative and summative. In our school we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. Information for assessment will be gathered in various ways: by talking to the children, observing their work, marking their work, etc. Teachers will use these assessments to plan further work and inform the design of future lessons.

See 'Assessment Policy' for our timetable of assessment throughout the year, which indicates that assessment records are updated bi-annually using a variety of methods.

Teachers take part in moderation sessions within school and attend LA Moderations with other schools. These moderation meetings enable teachers to moderate each other's judgements against agreed criteria to ensure parity.

Role of Subject Leader

The Music Subject Leader is responsible for co-ordinating Music through the school. This includes:

- devising an Action Plan at the beginning of each academic year based on the needs of the pupils, staff and whole school. To action, monitor and evaluate the progress of this throughout the year including writing an impact report at the end of the academic year.
- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and planning frameworks to show how aims are to be achieved
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget.
- To provide, where necessary, in-house training.
- Advising and supporting colleagues in the implementation and assessment of Music throughout the school
- Assisting with requisition and maintenance of resources required for the teaching of Music. Again this will be within the confines of the school budget
- Complete monitoring of children's work (termly). If it is deemed necessary – scrutiny of planning to answer questions raised in book monitoring.
- Carry out staff & pupil voice interviews.



Telephone (0151) 474-3060

www.fazakerleyprimary.co.uk

Fax (0151) 330-0375

Please find our privacy notice and data protection policies on our school's website under 'GDPR'

- Classroom Observations and Learning Walks
- Attend Subject Leader Briefings led by the local authority.

Role of Class Teacher

- To ensure progression in the acquisition of Music knowledge and skills in line with this policy, our school Music Vision and the National Curriculum for Music
- To develop and update skills, knowledge and understanding of Music
- To identify CPD needs in Music and take advantage of training opportunities, sharing these with the subject leader.
- To keep appropriate on-going records and assessments (in line with assessment policy)
- To plan effectively for Music (with year group partners), liaising with subject leader when necessary.
- To inform parents of pupils' progress, achievements and attainment

Website Information

It is the responsibility of the Music Subject Leader to keep up to date with the statutory requirements of English and to ensure that all information is provided to the website manager for upload onto the school's website.

Governors

At Fazakerley School we have an identified governor for Music who is invited to meet with the Music Subject Leader each term. This governor reports these discussions back to the curriculum committee.

Parents

Parents are important influences on pupils' attitude and attainment. We actively encourage and involve them in school life through:

- Newsletters
- Parents' Evenings
- Annual written reports

Sign: Miss Thomas Date: June 2022

