



Trinity St. Peter's

Church of England Primary School

where children shine

Music Policy

Rationale

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

Purpose of Study

At Trinity St. Peter's we agree that music is a universal language that embodies one of the highest forms of creativity. The high-quality music education that is taught at Trinity St. Peter's aims to engage and inspire pupils to develop a love of music and their talent as musicians, in turn increasing their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Teaching and Learning

Our Music lessons are planned using the Get Set 4 Music platform, which aligns with our school values and the objectives laid out in the National Curriculum. Get Set 4 Music is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. Our Music curriculum provides opportunities for children of all abilities to develop their musical skills, understanding and depth of knowledge by offering learning opportunities that build on pupils' previous experiences.

EYFS

The EYFS Development Matters guidance, 'Expressive Arts and Design', provides the opportunity for Foundation Stage children to sing a range of well-known nursery rhymes and songs, move in time with music and perform with others.

At Trinity St Peter's, children in EYFS sing songs, make music, dance, and experiment with ways of developing the sounds and movements used. They safely use and explore a variety of materials, instruments and techniques, as well as being given opportunities to represent their own ideas, thoughts and feelings.

Nursery and Reception have created a [curriculum overview](#) to ensure that the curriculum starts in Nursery and progresses through the school building on children's knowledge and skills. Planning is taken from GetSet4Music units, which is accessed via the online scheme. Teachers also plan for children's interest and fascination as and when is appropriate. This planning is modified in line with the school's 4C model so that the school's vision, values, and the characteristics of effective learning are embedded in classroom practice.

Through using GetSet4Music, the content is matched to the Early Learning Goals needed to be achieved and the planning outlines the termly music focuses each class is to complete. Teachers adapt and tailor teaching and learning towards the needs, enthusiasms and interests of the children. Music is taught weekly through a stand-alone lesson and other subjects.

Key Stage 1 and Key Stage 2:

In KS1, children are taught technical knowledge through singing, performing, composing, improvising and evaluating their work. The schemes of work for KS1 include a variety of creative and expressive projects. The units are designed to build on previous skills and teach new skills throughout the year, which can be taken into the next year group with them. Through a variety of creative and practical activities, children are taught the knowledge, understanding and skills needed to engage in musical discussions and performances. The children will improvise, compose and perform various songs using tuned percussion and vocals accompaniments.

Throughout KS2, the children continue to develop their knowledge, understanding and skills from KS1, needed to engage in the process composing and performing. The curriculum continues to be set in a range of relevant contexts focusing on various style of music. The children in KS2 also focus on musicians, composers and the history of music.

The GetSet4Music units are built into the curriculum in KS1 and KS2, alongside specialist music provision delivered by Sefton Music Services, who support the teaching of musical instruments.

Special Educational Needs

Pupils who are identified as having additional learning needs will access learning within the subject through Quality First Teaching resources and additional strategies as outlined in the child's SEN Support Plan

Global Citizenship

We wish to provide our pupils with the information and skills needed to become aware of the links between the local and the global, and enable them to become **'caring global citizens of the world'** as stated in our school vision statement. This will involve challenging and supporting all our pupils to become critical thinkers, to develop independent learning skills and to learn about their rights and accept responsibilities. Global citizenship enriches the Music curriculum by pupils being able to:

- explore how music expresses identity, belonging and feelings in personal life;
- consider how music is used to protest at social injustice and promote visions of positive change;
- develop appreciation of diversity and global interconnectedness through exploring the fusion and cross-fertilisation of various musical traditions and the common elements in different musical traditions.

In line with the Global Citizenship policy, Music events and awareness days are celebrating and planned for by the Subject Leader. The Subject leader also keeps staff aware of valid and up to date curriculum links.

Spirituality

Spirituality links are made during the teaching of Music from the GetSet4Music scheme. Pupils are aware of the concept of a physical and creative world, respond to experiences of the natural world and creativity of others through the different themes and musical pieces. Children are encouraged to express this through creating unique responses to the scheme. The pupils also look at the results of human creativity through Self, Other, World and Beauty and Beyond.

Assessment and Evidence

Our teachers assess the children's work in Music through direct observation of children at work, questioning children, listening to their conversations and with support from the external Music specialists who teach our instrument lessons. We also obtain photographs and recordings of their performances. This provides data for assessment for each unit taught, which enables individual children to be tracked to monitor progress and identify any appropriate support. The school's progression ladders assist with this.

The children in Nursey and Reception are assessed using specific area checkpoints, these assessments take place termly. Reception children are also assessed against the EYFS Statutory Framework Early Learning Goals for Expressive Arts and Design.

In KS1 and KS2, children's attainment is assessed, recorded and shared with parents at the end of each year. Pupils are assessed as: 'working towards the expected standard', 'working at the expected standard' or 'working at a greater depth within the expected standard' on the school's excel assessment grid.

This assessment information is recorded, updated and analysed by the Music Subject Leader.

Monitoring and review

The coordination and planning of the Music curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments and by providing a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses and indicates areas for further improvement and
- reviews the policy every 2 years to ensure that it complies with the latest legislation, guidance and best practice.

Revised and adopted by Governing Body – Spring 2024