



## Golden Valley Primary School Guidelines for Music

### **Intent**

In line with the 2014 National Curriculum for Music, our aim is to provide all pupils with the opportunity to develop their ability to create, play, perform and enjoy music, and to appreciate a wide range of musical forms.

Music is a unique way of communicating that can inspire and motivate children. It is the soundtrack to our lives that connects us through people and places in our ever-changing world. It is a vehicle for personal expression, and can bring communities together through the shared musical experiences of singing, playing, listening and responding to music. Through our music curriculum, we promote a love of music and positive general well-being.

Our intent is that...

- Children will develop an appreciation of a variety of music genres.
- Children will learn to sing and use their voices and have the opportunity to play a range of musical instruments.
- Children will create, compose and evaluate their own music and listen to and reflect upon the music of others.

### **Role of the Subject Leader**

The Music Subject Leader assesses and addresses staff training needs as part of the School Development Plan. Individual teachers should continually develop their own skills and knowledge, identify their own needs and notify the subject leader to make requests for additional training or support throughout the year.

The role of subject leader is shared between two members of staff, with one leading the whole school music curriculum and the other overseeing the extra-curricular activities and provision for instrumental lessons. Both music leaders work closely with the North Somerset and South Gloucestershire Music Hub and the school takes part in many musical ventures. The music curriculum subject leader also ensures high standards through effective monitoring, modelling of lessons, and support with planning, as appropriate.

### **Implementation**

#### **Teaching and Learning**

At Golden Valley, music is discretely taught using a progressive sequence of learning, as outlined in the whole school Music overview. Pupils are provided with a range of opportunities, some of which link with projects or whole-school themes. Lessons are taught by the class teacher or the LSA with additional experiences provided by the Music Hub and other visiting musicians. We have a number of music experts on staff, and music is given high status, both as class lessons for all pupils, and extra-curricular activities for those who choose to develop their skills further.

Every child is involved in music festivals in Year 2 and 4, and has the opportunity to take part in the MAWS festival when in upper Key Stage 2. Children in Year 3 are introduced to instrumental playing through as whole-class lessons, taught by either Golden Valley staff or visiting teachers. This inspires



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many children to then take up private lessons on the same, or a different orchestral instrument. Many aspects of the music curriculum are reinforced through our assemblies, with carefully planned opportunities for listening and singing.

The music subject leaders co-ordinate and support the development of music throughout the school. They signpost staff towards resources and provide a breakdown of the skills progression. It remains the responsibility of each teacher to deliver appropriate Music activities and to monitor and record pupil progress in Music.

Extra-curricular activities in music have a high profile at Golden Valley. We typically have about a third of our KS2 pupils taking up private instrumental lessons, and there is a school orchestra that rehearses during the school day. Our KS2 choir is well attended and takes part in festivals and concerts many times each year.

### **Planning and Resources**

#### **Planning: SparkYard, BBC Ten Pieces, Music Express and Model Music Curriculum 2021**

Teachers use the overview and skills progression grids as a starting point for the planning of their music lessons, which are often linked to other subjects. Knowledge and skills are mapped across each music theme and year group to ensure systematic progression. Our main scheme of work is Sparkyard, which is an online resource providing interactive activities and resources. It is clearly indicated on the overview which units are to be taught using supplementary planning, which is provided from a range of sources, including BBC Ten Pieces, Music Express, and the Model Music Curriculum (2021).

The key areas of music are singing, listening, composing and performing. The National Curriculum programmes of study are followed for Key Stage 1 and 2, and aspects of the Communication and Language, Literacy and Expressive Arts and Design Early Learning Goals are used to formulate our EYFS curriculum.

### **Resources**

We have a designated music room, with a range of tuned and untuned percussion instruments. There is also a collection of orchestral instruments, recorders, keyboards and guitars/ukuleles that can be used for class lessons or loaned to pupils.

There is an extensive CD library, supporting listening activities and a large range of songbooks and orchestral music.

### **Equal Opportunities and Inclusion**

Golden Valley Primary School will ensure that all children are provided with equitable learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. We work hard to generate an inclusive environment where pupils and staff show respect for one another. All pupils have equal access to music lessons and all staff members follow the equal opportunities policy. Resources for children with SEND and children who are working above Age Related Expectations (ARE) are made available to support and challenge appropriately.



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All children have the right to access the music curriculum and teachers adapt their teaching and learning tasks and activities to ensure appropriate level of challenge is provided for all pupils. Music is frequently a curriculum area that pupils with additional needs can access and gain great pleasure from. Music is a great stimulus and outlet for pupils with sensory needs and our music room is often used for individual children to explore the instruments and to express their feelings.

Pupils in receipt of PPG are offered free instrumental lessons throughout KS2, and this is well-received. We are also able to loan certain instruments free of charge to enable pupils to develop their skills in music.

Where appropriate, additional music technology is used to support children with SEND on a one to one basis. Additionally, in our approach to all teaching and learning, we use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

### Parents and Carers

Our parents/carers at Golden Valley are frequently very involved in the musical activities offered to pupils. There are concerts and performances at the end of each term, and all children have the opportunity to perform to their parents each year.

Where pupils take up additional music opportunities, for example attendance at choir or learning an instrument, parents have even greater involvement and are encouraged to support practice at home.

## **Impact**

Our approach to the music curriculum results in a fun, engaging, and high-quality education. We make music an enjoyable learning experience, encouraging pupils to participate in a variety of musical experiences through which we build up their confidence. Pupils are given opportunities to perform to their peers and wider audiences and these are well attended and of high quality.

Through exposure to musical forms from a wide range of historical periods, genre and cultures, pupils build up a repertoire of music that is familiar and that they can engage with. Pupils broadly demonstrate confidence when performing and interest when listening. Through the structure of our teaching, pupils are able to work as part of an ensemble with their peers. They show respect for others, developing their sense of belonging and strengthening our school community.

The use of self and peer assessment is a valuable tool for the children to evaluate and assess the impact of their music making. Teachers also assess pupil progress and attainment informally during lessons, as well as observing how pupils have progressed in terms of the National Curriculum objectives. Evidence such as this is used to feed into teachers' future planning and teachers are able to revisit areas of the curriculum as appropriate. This supports varied paces of learning and ensures that all pupils make good progress.

The emphasis of primary music teaching is on developing positive experiences through singing, listening, performing and composing, so that pupils engage with music and desire to continue to do so outside of lessons. The experiences offered, both within whole class lessons and as extra-curricular opportunities, inspire children to continue with their musical journey into adulthood.



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### **Formative Assessment**

#### **Self-assessment**

In line with the National Curriculum, children are taught to evaluate the performances and compositions of both themselves and others.

#### **Peer-assessment and discussion**

Pupils work with others in all aspects of their music making, and discussion and feedback are an integral part of the music-making process.

#### **Assessment for Learning**

Teachers are continually reviewing the progress and understanding/attainment of pupils throughout every lesson. Planning is adjusted accordingly and additional activities introduced to meet the needs of all children.

### **Summative Assessment**

Teachers complete regular skills assessment sheets specific to the activities taught. The music subject leader monitors assessments across the school, providing advice and support for teachers as appropriate. Although music is a practical subject area, evidence of children's achievements can be recorded in various ways, including video and sound recording, informal observations and written work.

Version 2

Published July 2022.