



# **SOUTHBOURNE JUNIOR SCHOOL**

## **Music Policy**

### **Our Vision for Music**

*All pupils experience a holistic music curriculum; engaging them in a range of musical cultures and purposes. It will enhance their experience in other curriculum subjects whilst immersing them in different musical skills. We want children to value music as a creative outlet where they can express their thoughts and emotions without judgement.*

### **Aims**

- to inspire a curiosity about the purposes of music; how it has been used throughout history and within different cultures
- to encourage creativity and experimentation with sound and rhythm
- to provide connectedness across the Music curriculum ensuring prior and future learning is clearly articulated to the children
- to provide an enriching learning experience that connects music learning with other curriculum subjects
- to understand how musical skills, such as improvisation, are intertwined within the composition process
- to use music within the classroom routine i.e. mindfulness, singing assembly, songs linked to other curriculum subjects etc.

### **Learning and Teaching**

Children view themselves as musicians as they learn, experience and create with skills used by composers. These skills include:

- Notation
- Rhythm/ Beat
- Performance
- Composition
- Harmony
- Dynamics/ Mood
- Structure
- Listening/ Recall of Sound

Through our bespoke planning, we are able to teach music as an immersive experience embedded within other curriculum subjects. Our lessons enhance the learning in other subjects whilst encouraging children to understand the variety of music across the globe.

Learning experiences are varied but repeated across each year group to allow children to develop their understanding and create improved compositions that show their progress as a musician.

These learning experiences include:

- composing soundscapes
- using apps to create rhythmic accompaniments
- composing accompaniments for their writing in English e.g. battle cries in Year 4
- performing songs which consolidate history/ geography learning

- composing and performing class raps/ songs with a purpose linked to other subjects/ school events e.g. climate change

### **Planning, Progression and Continuity**

The basis for our Music curriculum is the National Curriculum programme of study for Key Stage 2. We have then reflected on other curriculum subjects and have planned bespoke lessons which connect musical skills with natural links to the broader curriculum. For example, year 6 explore the importance of music in WW2 to enhance their learning about the Battle of Britain in history and how art was used as propaganda in art lessons.

Our bespoke lessons ensure that we are offering our children a tailored curriculum to enhance their understanding of the wider world. The lessons are planned using the progression of musical skills to ensure that children develop their understanding and musical competency as they go through the school.

Continuity is ensured through the following processes:

- whole school music overview
- whole school skills progression
- all planning created or chosen by music lead (LB)
- resources to encourage music in the classroom regularly shared by music lead (LB)

### **Feedback and Marking**

Feedback will be given verbally by the teacher or by other children through a range of methods similar to those used through the Real PE used across the school.

These strategies include:

- Secret listener - the teacher appoints a few children to be the secret listeners. They agree on a specific skill they'll be listening for and children feedback at the end of the lesson.
- Badge of Honour - Children decide on a skill they will all look out for during a performance. They have a sticker each and give this to the child/ group who they think showed the skill best.

Seesaw is also used to record and make notes on a child's personal achievements. Children can be shown footage to help them reflect on their work and consider how to improve.

### **Assessment**

Pupils are assessed against the skills set out in the year group progression map, thus ensuring that pupils are challenged and their skills developed each year. After each learning journey, teachers complete assessment grids which guide them on how to recognise a child who is exceeding or working below the musical skills taught. These assessments are then used to aid adaptive teaching within future learning journeys. At the end of each academic year, teachers report to parents the standard at which they have assessed pupils.

### **Inclusion**

We recognise that some children may not be able to access music learning in the same way, whilst some will exceed expectations and require further challenging. Inclusion strategies are noted on the plans in the form of questioning, extension tasks and additional scaffolding ideas. Teachers will

also need to make adaptations within the lessons and adjust the pace to suit the needs of each child.

### **Resources**

The subject leader will maintain resources which are kept in the music cupboard. In 2020, money was invested in a new set of xylophones and drums to help support teaching and encourage children to feel music is valued by their school. We have a Deezer subscription for teachers to use in the classroom. We have created themed playlists for each half term to be played as the children enter and leave the hall for assembly. There is a display in the hall to show the children the theme of the music they are hearing. For example, in 22/23, each teacher chose a composer and vocal artist and so each half term we lucky dip one from each category for the children to listen to. To support singing in the school, we have a sing-up subscription for teachers to use in class and in assemblies. We use this in our singing assemblies to help teach the children songs which are linked to our assembly themes.

The subject lead will regularly share new resources with teachers to help support them in integrating music into the classroom routine.

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

The subject leader will monitor music in a variety of ways:

- lesson observations
- looking at recordings on Seesaw
- regular discussions with music teachers to ensure planning is supporting their teaching effectively and children are engaged
- pupil conferencing
- collecting data for pupil progress in music

The leader will also support staff through CPD in staff meetings, disseminating information, ideas and resources.

### **Role of the Teacher**

All teachers are responsible for integrating music into their classroom routine by either implementing resources shared by the subject lead or finding resources that suit their teaching style.

Those teaching music are responsible for implementing given plans, adapting plans for the needs of the class and recording pupil progress on assessment grids and Seesaw.

**Reviewed & Updated** January 2023  
**Next Review** January 2026