



Music Policy 2023-24

Mission Statement

- We will create a happy, secure and stimulating learning environment in which all children can grow in confidence, develop their full potential and where academic excellence can be achieved.
- We will provide a nurturing environment and value and recognise the uniqueness of every child.
- We will equip the children with the resilience and perseverance to become creative and independent thinkers and to become learners for life.
- We will provide engaging and varied learning activities across the full breadth of the National Curriculum and equip the children with a thorough understanding of the basic skills of English, Mathematics, Science and Computing.
- We will challenge the children's minds and bodies and give them a desire to learn and achieve.
- We will promote British Values and ensure the children become caring, tolerant and respectful citizens within the school and wider communities.
- We will prepare children well for the next steps in their lives by promoting self-discipline and the positive mindset which will allow them to aim high in all they do.
- We will ensure children know how to keep themselves safe when using technology.

RESPECT- RESILIENCE- RESPONSIBILITY

Our Values:

At Larkholme Primary School, we have 3 core values that underpin everything we do. The 3 core values are:

- Respect
- Responsibility
- Resilience

Alongside our core values, we also promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Research:

<p>Know and understand your pupils and their influences</p>  <ul style="list-style-type: none"> • Pupil behaviour has multiple influences, some of which teachers can manage directly • Understanding a pupil's context will inform effective responses to misbehaviour • Every pupil should have a supportive relationship with a member of school staff 	<p>Teach learning behaviours alongside managing misbehaviour</p>  <ul style="list-style-type: none"> • Teaching learning behaviours will reduce the need to manage misbehaviour • Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning • Teachers should encourage pupils to be self-reflective of their own behaviours 	<p>Use classroom management strategies to support good classroom behaviour</p>  <ul style="list-style-type: none"> • Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression • Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time • Reward systems can be effective when part of a broader classroom management strategy 	<p>Use simple approaches as part of your regular routine</p>  <ul style="list-style-type: none"> • Some strategies that don't require complex pedagogical changes have been shown to be promising • Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour • School leaders should ensure the school behaviour policy is clear and consistently applied 	<p>Use targeted approaches to meet the needs of individuals in your school</p>  <ul style="list-style-type: none"> • Universal behaviour systems are unlikely to meet the needs of all your students • For pupils with more challenging behaviour, the approach should be adapted to individual needs • Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
<p>Implementation</p>				
<p>6 Consistency is key</p>  <ul style="list-style-type: none"> • Consistency and coherence at a whole-school level are paramount • Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches • However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level 				

Our Rules:

- Ready
- Safe
- Respectful

Larkholme's Curriculum Statement

Music Implementation

In EYFS pupils have the opportunity to learn about the world of music, including opportunities to listen to and experience live music of both the instrumental and vocal variety. They are encouraged to make links to their own lived experiences. They are to be encouraged to sing songs, experience music through dance and movement and make rhythms and play notes on a variety of instruments, both genuine as well as child produced.

In KS1, pupils begin to learn the basics of music, including basic concepts of notation, beat and melody, as well as beginning to learn to perform through singing and playing a musical instrument (Year 1 – glockenspiel and Year 2 – recorder).

In KS2, children will begin to expand upon their musical knowledge and understanding. Children are taught to:

- Understand musical notation
- Improvise alongside music, to the best of their ability, using glockenspiels
- Compose music for performance with and for others
- Perform for peers and adults, depending on the situation
- Learn a further instrument with a qualified music instructor (LKS2 – percussion such as Samba drumming and UKS2 – brass instrumentation such as trumpet)

Music Impact

Our Music curriculum is designed to broaden our pupils understanding of the world and to prepare them to transition into high school with a basic understanding of music. We use the Charanga Model Music Curriculum (2022) as the basis for our teaching and learning. Our initial focus is on the elements of Listening, Singing and Playing. As this develops through Year 1 and 2, it will also begin to incorporate the Musicianship stream through all years. We also use further music listening opportunities to expand and enhance learning in other subjects and within other topics, in line with the curriculum.

Teaching and Learning

EYFS

EYFS pupils have the opportunity to learn about the world of music, including opportunities to listen to and experience live music of both the instrumental and vocal variety. They are encouraged to make links to their own lived experiences. They are to be encouraged to sing songs, experience music through dance and movement and make rhythms and play notes on a variety of instruments, both genuine as well as child produced.

KS1

Children learn about beat, rhythm and pitch and tempo and dynamics through Charanga's Model Music Curriculum. They will also begin to learn about instrumental playing and performance whilst using glockenspiels in Year 1, with etched note names (further enforcing letter identification for reading) and recorder work in Year 2. The children are further introduced to a variety of different music and musical styles through a number of in-class listening sessions.

KS2

We continue to use the Charanga Model Music Curriculum, with work being done to further develop the KS1 learning, but with new work being done to learn about notation, improvisation, musical layering and elements, chords, time signatures and further performance opportunities. This is further enhanced by work with the Lancashire Music Service through instrumental music instruction. Lower KS2 engages in work on percussion performance (usually in the form of Samba Drumming) and Upper KS2 engages in work on brass performance (usually in the form of whole class trumpet tuition).

Organisation, Planning and Resources

The music planning, used by staff (mostly as PPA cover) can be found on Charanga here:

<https://www.lancshiremushub.co.uk/c/1356466-english-model-music-curriculum>

Further linked resources for use within topics and for further learning can be found on the 'w' drive here:

Cycle A – beginning 2023-24 (Years 1, 2, 4 and 6)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse, Rhythm and Pitch	Having Fun with Improvisation	Explore Sound and Create a Story
Exploring Simple Patterns	Focus on Dynamics and Tempo	Exploring Feelings Through Music	Inventing a Musical Story	Music That Makes You Dance	Exploring Improvisation
Interesting Time Signatures	Combining Elements to Make Music	Developing Pulse and Groove Through Improvisation	Creating Simple Melodies Together	Connecting Notes and Feelings	Purpose, Identity and Expression in Music
Developing Melodic Phrases	Understanding Structure and Form	Gaining Confidence Through Performance	Exploring Notation Further	Using Chords and Structure	Respecting Each Other Through Composition

Cycle B – beginning 2022-23 (Years 1, 2, 3 and 5)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse, Rhythm and Pitch	Having Fun with Improvisation	Explore Sound and Create a Story
Exploring Simple Patterns	Focus on Dynamics and Tempo	Exploring Feelings Through Music	Inventing a Musical Story	Music That Makes You Dance	Exploring Improvisation
Developing Notation Skills	Enjoying Improvisation	Composing Using Your Imagination	Sharing Musical Experiences	Learning More About Musical Styles	Recognising Different Sounds
Getting Started with Music Tech	Emotions and Musical Styles	Exploring Key and Time Signatures	Introducing Chords	Words, Meaning and Expression	Identifying Important Musical Elements

Assessment

The children are assessed continually throughout the year, with the teacher giving feedback throughout to enable pupil's to improve their work. This process is supported by the end of KS2 statements in the National Curriculum 2014. At the end of each year the teacher makes a judgment on whether pupils are working at the expected standard. Teachers use assessment to inform next steps in their planning.

Equal Opportunities

At Larkholme Primary we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of music and to be supported in this process.

Inclusion

At Larkholme Primary we teach music to all children, whatever their ability. Music forms part of the school's commitment to providing a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Role of the Subject Leader

The subject leader is responsible for the coordination and planning of the music curriculum. The subject leader also;

- supports colleagues in their teaching, by keeping them informed about current developments in music
- Writes a subject action plan, informed by the whole school development plan
- attends specialist courses and ensures content is disseminated to staff
- informs governors about current teaching of music in school

Working with Parents/Carers

Parents and carers have an important role to play in helping their children to learn about languages. They can encourage their child to practise the language we learn every week and help to understand the differences in culture.

Policy Review Date: September 2024