**INTENT**

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| **Purpose of Study** |
| Music is a universal language that embodies one of the highest forms of creativity. A high-quality Music education should engage and inspire pupils to develop a love of Music and their talents as Musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with Music, allowing them to compose, and listen to with discrimination to the best in the Musical canon. |
| **Intent from Subject** |
| The curriculum at Roby Park is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children’s spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.Our Music curriculum aims to provide all pupils with an enjoyable, high quality Music education which engages and inspires children to develop a life-long love of Music from different eras and cultures. We see a Music curriculum that increases self-confidence, curiosity, creativity and imagination and provides opportunities for self-expression and a sense of personal achievement. We want children to participate in a wide range of activities to develop their talents in all aspects of Music including rhythm work, instrumental skills, composition, singing and appreciation. We want Music to be embedded into school life and for it to be active and influential. When the children are ready, Musical notation is taught and children are taught correct Musical terminology e.g. rhythm, melody, pitch, dynamics. We aim for Music at Roby Park to give opportunities for children to become real Musicians and to give opportunities to perform and share their Musical skills. Music also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the School Equality Duties, the Government British Values agenda and the SMSC (Spiritual, Moral, Social and Cultural) development opportunities provided for our children.Here, at Roby Park Primary School we value Music as one way to support children’s development as human beings, to enable them to understand and respect who they and others are, to empower them with a voice and to equip them for life and learning. We want to inspire the minds of tomorrow to be creative and proactive Musicians and to make Musical choices based upon their feelings, understanding and experiences of this subject. |
| **Aims from National Curriculum** |
| 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate Musical notations
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**IMPLEMENTATION**

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| **Teaching & Learning** |
| **Organisation and Curriculum Coverage**At Roby Park, we want the Music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to feel able, reflective and expressive, developing their own appreciation of Music with the opportunities we provide as a school.We intend for children to; * 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 use their voices
* Have the opportunity to learn to play a Musical instrument
* To use technology appropriately
* To create and compose Music on their own and with others
* Understand and explore how Music is created

All children are actively encouraged and given the opportunity to learn to play a Musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff. Musical opportunities in school include:* Weekly class Music lessons
* Whole class Violin and Recorder lessons (as a part of our Wider Opportunities sessions),
* Singing practice
* Christmas performances
* Musical Performance assemblies
* End of term pantomimes

At Roby Park, we teach using the Charanga Music Scheme which provides a balanced and progressive plan for staff to follow:

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** | Me! | My Stories | Everyone! | Big Bear Funk | Our World | Reflect, Rewind, Replay |
| **Year 1** | Hey You! | Rhythm in the way we walk/Banana Rap | In the Groove | Round and Round | Your Imagination | Reflect, Rewind, Replay |
| **Year 2** | Hands, Feet, Heart | Ho Ho Ho | I wanna Play in a Band | Zootime | Friendship song | Reflect, Rewind, Replay |
| **Year 3** | Let you Spirit Fly | Glockenspiel 1 | Three Little Birds | Dragon Song | Bringing us together | Reflect, Rewind, Replay |
| **Year 4** | Mamma Mia | Glockenspiel 2 | Stop! | Lean on Me | Blackbird | Reflect, Rewind, Replay |
| **Year 5** | Livin’ on a Prayer | Classroom Jazz 1 | Make you feel my love | Fresh Prince of Bel-Air | Dancing in the street | Reflect, Rewind, Replay |
| **Year 6** | Happy | Classroom Jazz 2 | New Year Carol | You’ve got a friend | Music and Me | Reflect, Rewind, Replay |

At Roby Park Primary School, we allocate 45-60 minutes to Music each week in order to teach the Music knowledge and skills in a developmental and age-appropriate way.These explicit lessons are reinforced and enhanced in many ways:* Weekly Assemblies with themes and collective worship
* Weekly singing assemblies
* Music performance assemblies
* Special Occasion Assemblies
* Praise and reward system
* Specialist lessons
* Music enrichment days
* Visits and visitors
* WOW days
* Through relationships child to child, adult to child and adult to adult across the school.

A typical piece would be delivered in the following way:* Launch lesson which establishes or identifies the whole area of learning followed by weekly lessons. Appraisal of Music each session should be completed as a Calm Me time firstly and then as a movement task secondly.
* Weekly Musician of the Week to reward classwork and achievements
* Assessment of coverage by class teacher via Teacher Assessment, Knowledge organisers and My Music Passport should be ongoing and check pupil achievement against the objectives completed by the end of piece. Pupils complete their Passport and Cultural and Personal Development Log.
* End of Piece Performance as a celebration and all evidence for monitoring on Seesaw and in Cultural and Personal Development Log should be ready by the end of piece.

During the half term, if pupils participate in any whole school Musical events, this should also be celebrated and evidenced on Seesaw and in Cultural and Personal Development Log and Passport. The Music ethos comes through all areas via the behaviour systems, SMSC and the use of the Calm Me time to support mindfulness and mental wellbeing. Staff should seek to praise pupils when they observe displays of positive behaviour that links to their learning in Music and to the Roby Park Learning Heroes. Class teachers deliver the weekly lessons to their own classes and receive regular CPD and support to ensure high quality learning.**EYFS**Music for EYFS students has a primary focus on singing and movement, through the Charanga music offer, developing the student’s listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Each student will lead the class in singing, and all will learn to be lead by their peers. Songs are linked to class topics when appropriate.There is an annual Christmas Nativity that the students rehearse for and perform in. This involves singing, actions and speaking. Singing and Nursery Rhymes are an integral part of the EYFS curriculum.**Resources**All Musical instruments and resources are stored in the Community Room. All staff have Charanga logins to be able to access all the teaching and learning resources. All planning resources are on Google drive.**Planning**All planning should be readily available in planning folders. Charanga plans should be dated, printed and annotated, planning specifically for pupils in the class. Annotations should include evaluations of lessons to inform assessment. Plans should be available from the beginning of the week, should anyone need to take your class. |
| **Cross Curricular Links** |
| Music is a far reaching subject. It will cross into a variety of areas over the course of the school year, allowing for an enhanced and rich curriculum. The introduction of the Roby Park Learning Heroes for Growth Mind set is strongly supported by the Music curriculum. Music is also an integral part of all Whole School and Class AssembliesIn Early Years, the Roby Park Learning Heroes for Growth Mind is accessed through the Characteristics of Effective Learning.Staff should seek wherever possible to create a strong Musical identity around the areas they teach. For example, Music to enhance the mood of Literacy Counts tasks, Art inspired by Music, Music to enhance and invoke in History Lessons. Music should become an integral part of the whole school identity resulting in a vibrant and creative atmosphere with Music as a memory maker.  |
| **Inclusion** |
| The teaching of Music supports and facilitates access to the Music curriculum by differentiation, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching of Music at Roby Park is the belief that Music is within our bodies, and as different bodies make different sounds, everybody carries their Music with them, each instrument as unique as the person is.We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level. This is done by:* Setting open-ended tasks
* Incorporating gradual increases in difficulty of tasks across the curriculum
* Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
* Providing resources of different complexity
* Delivering a multi-faceted curriculum that has allows students to access Music in the most preferable or suitable way for each individual.

Music has numerous avenues for every student. Alongside the classroom Music lesson each week there are any number of ensembles and private instrumental lessons for the students to participate in. The teaching and learning in these ensembles and/or lessons will reinforce and diversify what any child learns in the classroom. These ensembles perform at concerts throughout the year. |
| **Equal Opportunities** |
| The Music curriculum adheres to the Roby Park Equal Opportunities Policy. The Music curriculum takes into account issues of difference: gender, race and ethnicity, and class. Music from across cultures is taught, listened to and dissected. The curriculum provides space to play different styles and genres of Music. |
| **British Values** |
| Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs are all integral parts of the Music teaching across all Charanga pieces.It is also an integral part of the Music ethos across the school delivered through various Assemblies and celebrations. The Study of particular songs and Composers, supports the children’s understanding of the values. |
| **Enrichment Opportunities** |
| At Roby Park, we believe that children learn best when they are engaged, inspired and motivated to learn. We offer a wide range of experiences and challenges that enrich our core curriculum. This allows our pupils to learn outside the classroom and develop the skills for the world beyond the primary education. Below are some examples of how we achieve this through:* Theme weeks – STEAM week, World Religion Week, Growing Up Week
* WOW days at the entry and exit points of topics – art gallery exhibitions, workshops, dress up, food tasting
* Celebration afternoons to celebrate and exhibit our learning with the wider community
* Invite visitor’s in – local artists, historians
* Educational visits, workshops and residential trips – art galleries and museums
* Fundraising and awareness days – Harvest/food banks, Macmillan Coffee Mornings, Yellow Day, Sports Relief, Comic Relief, CiN, Cycle4Sepsis, Christmas Jumper Day
* Enterprise week – Y5/6 Fiver Challenge
* ‘Keep safe’ curriculum – Bikeability, Friendship Week, Road Safety, Bonfire Night safety, Internet Safety, Gang Awareness, Say No to Knives workshops
* Wider opportunities – Languages Day, Musical Instruments, Extra-curricular club offer
* Sporting events – inter and intra competitions with the collaborative schools and KSSP
* Collaborative events with local schools
* Festivals, celebrations and performances – Musical concerts, Peace Proms, Pantomimes, Christmas productions, Easter celebrations, class assemblies

In addition to this, school has a Cultural Capital Planner that all subjects contribute to a rich and diverse curriculum offer for all pupils to access.  |
| **Community Links** |
| At Roby Park, we intend to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of Music. We are committed to ensuring children understand the value and importance of Music in the wider community, and are able to use their Musical skills, knowledge, and experiences to involve themselves in Music, in a variety of different contexts. Pupils are encouraged to organise performances which include assemblies and events that include the local community. We aim to make the most of the vast array of Cultural and Musical opportunities and resources that are in our locality. |
| **Wellbeing** |
| At Roby Park, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health. At Roby Park, we endeavour to ensure that children are able to manage times of change and stress. We ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The promotion of positive wellbeing is woven throughout our curriculum. |

**IMPACT**

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| **Impact** |
| The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children’s outcomes.Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning**.** |
| **Assessment** |
| Feedback to pupils about their own progress in Music aims to help children learn by being positive and constructive. Feedback is always given whilst a task is being carried out through discussion between child and teacher. Formative assessment is also used to guide the progress of individual pupils in Music. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching and teacher assessment from the Charanga Scheme used to support data input into Insight. Pupils will also self and peer assess using Seesaw. When planning and assessing, teachers must ensure coverage of objectives through the use of Insight.Suitable tasks for Music assessment include: * Small group discussions in the context of a practical task.
* Specific tasks for individual pupils.
* Individual discussions in which children are encouraged to appraise their own work and progress.
* Peer and Self-assessment.

 Records of progress in Music are recorded through video and photographs which are stored on Seesaw, showing evidence of the children’s learning. Pupil achievement is evidenced through the Musician of the Week, end of piece performances, Seesaw and Cultural and Personal Development Logs. Pupils will also create their own Music Passport for each Charanga piece and teachers will use Charanga Knowledge organisers and teacher assessment tools to evidence coverage and attainment.Half termly assessments of objectives taught will be updated on Insight for foundation subjects. Steps that children are working at will be recorded at the end of each term. Teachers will record children’s performance against the age related objectives for the curriculum and decide whether children are working towards, at or above age related expectations. Assessments are used to inform planning and close gaps, in order to accelerate progress. Subject leaders will analyse termly data and address areas for curriculum development. |
| **Monitoring and Evaluation** |
| Subject leads play an active role in the school self-evaluation cycle and throughout the year they will participate in:* Ensure there is clear progression throughout the school
* Creation of termly data reports
* Reporting to SLT & Governors
* Pupil voice
* Work samples
* Learning exploration blinks
* Developing cultural capital opportunities and events
* Identify any training needs and offer extra support and guidance to staff when it is appropriate
* Ensure that there are suitable resources to help with the teaching and learning of their subject
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| **Review Date** |
| **Policy Agreed:** July 2021**Policy Review:** July 2022 |