



Music Guidance

Homerswood Primary and Nursery School

Written: December 2022

Review: December 2023

Aims of the guidance

- To establish an agreed approach to what constitutes quality teaching and learning in Music
- To enable staff to identify key features of effective teaching and learning and help ensure they match the abilities, attainments, interests and experiences of pupils
- To provide an agreed focus for the monitoring and evaluation of teaching and learning in Music
- To instil a love of learning and the ability to make connections
- To incorporate other aspects of the curriculum as outlined in the school's curriculum overview document

Underlying Principles

The following principles form the basis of this document:

- The needs and progress of the learner are central to planning, delivery and assessment of the curriculum
- Learning promotes sustained progress and achievement for all pupils, including those with SEND, disadvantaged and most able pupils.

Intent

Music at Homerswood is part of a broad and ambitious curriculum for all pupils. We enable children at Homerswood to learn to sing, play an instrument and create music together. We work hard to give them the musical tools they need for a lifetime of music-making and enjoyment.

We recognise that all children are musicians – we hope to spark children's musical curiosity and develop their ability and interest.

'Music is a universal language that embodies one of the highest forms of creativity' (The National Curriculum)

We aim to develop each child's musical skills through a sequence of learning across singing, listening, composing and performing / instrumental performance, in line with the Model Music Curriculum.

We primarily follow Sing Up's scheme which is designed and written by subject specialists. It sets out the skills, knowledge, and understanding to be gained by all pupils at each stage of learning, including the Early Years Foundation Stage. Together, the units (for Nursery to Year 6) represent a complete and progressive library of resources that meets the requirements of the National Curriculum for Music, the suggested approaches of the Model Music Curriculum, as well as the Statutory Framework for Early Years Foundation Stage and Music Development Matters. Our Homerswood Values and Golden Threads are embedded within our Music Curriculum by developing the understanding that everyone has the right to a voice, promoting mutual respect and tolerance. Pupils explore a wide range of genres from all over the world and from different eras. Teaching pupils to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different

viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Our key outcomes for children to achieve by the end of their pathway with us

- Singing with accurate pitch in unison or harmony with attention to phrase and dynamics.
- Playing a simple melody on an instrument with an ensemble and to learn from a written notation.
- Creating short phrases of new melodic music.
- Demonstrating knowledge of music from a range of musical traditions.
- Enjoying both their music lesson and taking part in the wider musical life of the school and community.

Implementation

At Homerswood, Music is taught in Nursery and Reception weekly. It offers a platform on which the children can build and develop their creativity and allows for the inclusion of all children. Through the music children are able to explore feeling and emotions, and develop their confidence in performing with and for others. The frame

In Years 1 to 6 Music is taught as a discrete subject, an hour a week throughout the year. These lessons progressively develop pupils skills through well-planned lessons and the use of high-quality resources. All teachers are able to adapt the planning to ensure the needs of all pupils are met, including those with SEND, through the use of differentiated support and resources if needed. Additional, stretch and challenge are provided by teachers, allowing pupils to further embed ideas and skills. Music is a practical subject and wonderful for engaging children in lots of different ways. Children showing skills and understanding at a greater depth in music are encouraged to develop these further through enrichment opportunities. These are available to pupils to develop their skills vocally and on instruments.

One aspect of our curriculum is that we extend learning beyond the curriculum such as a visit to a concert, eg. Hatfield House Chamber Concert. Experiences like this ensure that the children have the opportunity to enrich their learning and are engaging with the skills to prepare them for future learning. Pupils are given the opportunity to perform in a variety of settings and situations. There are a wide variety of examples of this across the year, singing with their class at a local church, at the local theatre and with a local community group at their own concert.

Impact

Our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress. We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Governor monitoring with our subject music link governor.
- Annual reporting and tracking of standards across the curriculum.
- Photo and video evidence of the pupils' practical learning.
- Use of the progression snapshots within the Sing Up scheme.
- Dedicated music leader time.

Teachers plan opportunities for pupils to study across concepts and deepen their conceptual understanding in aspects of particular Music value. Pupils have the confidence and are inspired to further their knowledge.

Safeguarding Links

We ensure that all staff are aware of safeguarding procedures including peripatetic staff.

We also embed a culture of asking for children's opinions and encourage them to speak out about anything that's worrying them.

Consultation

This guidance was written in conjunction with Sing Up Music scheme and Homerswood Staff.

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