



# Music Policy 2022-2025

Reviewed every 3 years by the Curriculum and Standards Committee

First reviewed: November 2022

Signed Jenny Darmanin Chair of committee

Signed Penny Lyall Headteacher

This policy should be read in conjunction with the following policies:

- Curriculum policy
- Early Years policy
- Assessment policy
- Behaviour policy
- SEND policy
- Teaching and Learning policy
- Marking and Feedback policy
- Safeguarding & Child Protection policy

**Safeguarding statement of intent:**

*Safeguarding all our children is of paramount importance to us therefore, all necessary risk assessments are carried out prior to any activity. Enhanced DBS checks are carried out when recruiting new staff or volunteers. When welcoming visitors we check whether they have a DBS and carefully monitor their contact with children according to the regulated activity rules in the DBS guidelines. We are a "Safer School" and at least one member of staff and governors who are involved in the recruitment process have attended "Safer Recruitment Training." New staff are made aware of all the related Safeguarding documents including the Child Protection policy as part of the induction process and all staff receive Child Protection Awareness training regularly.*

**Whole School Curriculum Intent**

At Hodnet Primary School, we endeavour to provide a broad and balanced, but flexible, curriculum which meets the needs of our children, and enables every child to fulfil their potential. We pride ourselves on our ability to tailor our curriculum to the interests and needs of our children and involve the children in their own learning as much as possible. Our curriculum reflects our school aims for every child; encouraging positive relationships based upon mutual trust and respect whilst maintaining a 'can do' strive for success attitude. Our ambitious curriculum has been designed to follow the statutory requirements for all children from the Early Years Foundation Stage and the National Curriculum. We ensure that children have the opportunity to experience the curriculum and express themselves as an individual.

The key principles behind our [curriculum design](#) are based on these wishes for our children:

To be happy, respectful and kind

To be confident with a strong sense of self-belief

To be resilient

To be excited and inspired by learning

To be an independent learner and a creative thinker

To have high aspirations

To be creative

To have eyes open to a world beyond their immediate surroundings

To be an effective communicator

To have the knowledge and skills they need to succeed

## Music curriculum mission statement

Our music curriculum aims to encourage our children to develop an interest, enthusiasm and love of music, with the underpinning goal of developing a heightened sense of wellbeing as a result. Children at our school will be encouraged to hear music all around them in their everyday experiences and find joy in this.

Music enables children to explore emotions, imagination, creativity and develop self-confidence. We believe that music appreciation is an important aspect of this as well as musical performance of any scale. Children will have the opportunities to create, compose and evaluate music. They will explore and learn musical skills which they will develop as they move through our school.

Children will leave Hodnet Primary School with a love of singing, appreciating music from different genres, cultures, and time periods and with a variety of different musical experiences and skills.

## Music Curriculum Implementation

We expose our children to enriching experiences, immersing them in progressive knowledge and skills and equipping them with personal characteristics required to succeed in life.

We organise our learning opportunities into a themed based approach on a two year rolling programme. Our themes are broad to enable many learning opportunities to link within the topic.

In Foundation Stage, skills progression is checked against the Educational programmes of study and the Early Years Development matters documents and covers the 4 key areas of musical learning during this age phase; Listening and Hearing, Playing and Exploring, Singing and Vocalising, Dancing and Moving. Planning and Learning is very much child led, allowing children to have short focus tasks but space to explore, engage and express themselves with instruments and stations of learning opportunities they are presented with.

CYCLE A	Autumn	Spring	Summer
KS1	Castle Adventures	Exciting Journeys	I need a Hero!
LKS2	Stone Age to Iron Age	Europe	Ancient Egypt
UKS2	To infinity and Beyond	WWII	Globe Trotting

CYCLE B	Autumn	Spring	Summer
KS1	London Adventures	Amazing Animals	Spectacular Seashore
LKS2	Made in Shropshire	Roman Invasion	Mighty Mountains
UKS2	Glorious Greeks and More! from 2023 onwards	The magic of the Rainforest	Invaders and Settlers from 2023 onwards

Music throughout the year is mainly linked to the Charanga Music Scheme (purchased in July 2022 to support the delivery and implementation of the music curriculum in Hodnet School.) Our School's detailed musical progression map is linked with the skills progression in the Charanga Music Scheme and highlights how we expect pupils to develop musical skills in each key area throughout the year.

### **At Hodnet Primary School we aim to:**

- Give every child the opportunity to experience enjoyment through a range of musical activities.
- Give every child, regardless of abilities, the opportunity to develop positive attitudes and experience success through music.
- Support all children to understand how sounds are made and then organise them into musical structures.
- Give every child the opportunity to listen to, appreciate and express their feelings about a variety of music with different styles and from different cultures.
- Support all children in developing a knowledge of the elements of music, skills of performing, composing and appreciating music.
- Give all children the chance to perform both vocally and using instruments.
- Motivate and support our children in order to succeed in music.

### **Curriculum Impact**

We measure the impact of our curriculum intent by reviewing what we hope to achieve against what we deliver and monitoring that alongside our curriculum aims.

At Hodnet School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children and develop a sense of wellbeing. Teaching focuses on developing the key areas of music through guidance from the educational programmes in the Statutory framework of the Early years and Foundation Stage and the areas of focus for Key stage 1 and 2 of the New Model music Curriculum. These being, for Key Stage 1, Singing, Listening and Appraising, Performing and Musicianship; for Key stage 2, Singing, Listening and Appraising, Performing and Composition. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch and the building blocks of music through Pulse and Rhythm. We also teach children how to work with others to make music and how individuals combine together to make sounds. This explores the elements of dynamics and textures in music. We also teach them musical notation and how to compose music.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses promotes a ‘have-a-go’ attitude and can help raise confidence.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Providing resources and being selective with resources depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children.

Teachers assess children in this area of the curriculum in a formative manner with “in the moment” verbal feedback they will determine next steps for the subject from this. Children will have the opportunity to perform to other members of their class and school.

Performances are videoed and logged on Tapestry so progression of musical skills are shown throughout the school.

### **Curriculum sparkles!**

At Hodnet we encompass the key drivers of Cultural Capital by ensuring our curriculum has that bit of extra sparkle by including the following enrichment opportunities, The ones which support children in musical development are highlighted:

	Weekly magic!	Termly specials!	Visits/visitors	One offs	Extra bits
EYFS	<ul style="list-style-type: none"> <li>• Letter sound learning through themed days/events</li> <li>• Forest Schools</li> <li>• Gardening</li> <li>• Outdoor / physical Maths</li> <li>• Class Library</li> <li>• Picture news</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum weeks x3 (2021/22 mental health, music, RE/cultural)</li> <li>• Church celebration / concert</li> <li>• Music workshops</li> <li>• Curriculum assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Farm</li> <li>• Castle</li> <li>• New baby</li> <li>• Library</li> <li>• Hodnet Hall</li> <li>• Fire station</li> <li>• Tractor in school</li> <li>• Pets / animals</li> <li>• Dentist visit</li> </ul>	<ul style="list-style-type: none"> <li>• Helicopter STEM projects</li> <li>• RAF projects/garden projects</li> <li>• Sports day in house teams</li> <li>• Panto MD</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali party</li> <li>• Chinese New Year celebration</li> <li>• Birthday celebrations</li> <li>• Nativity performance</li> </ul>
KS1	<ul style="list-style-type: none"> <li>• Forest Schools</li> <li>• Outdoor Maths</li> <li>• Daily run</li> <li>• Music lessons (optional)</li> <li>• Picture news</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum weeks x3 (2021/22 mental health, music, RE/cultural)</li> <li>• Church celebration / concert</li> <li>• Music workshops</li> <li>• Curriculum assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Local science visit</li> <li>• Chester Zoo</li> <li>• London drama workshop</li> <li>• Castle</li> <li>• Aquarium</li> <li>• Seaside/beach</li> <li>• Shrewsbury Fire station</li> <li>• Cosford air museum</li> <li>• Dentist visit</li> </ul>	<ul style="list-style-type: none"> <li>• Helicopter STEM projects</li> <li>• Shropshire Sings/choir</li> <li>• Selected inter schools sports competitions</li> <li>• RAF projects/garden projects</li> <li>• Sports day in house teams</li> <li>• Panto MD</li> </ul>	<ul style="list-style-type: none"> <li>• Drama and visitors, dress up days</li> <li>• Nativity performance</li> <li>• Scootability</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>• Daily run</li> <li>• Music lessons (optional)</li> <li>• Recorder</li> <li>• TTRS</li> <li>• Ed Shed</li> <li>• Picture news</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum weeks x3 (2021/22 mental health, music, RE/cultural)</li> <li>• Church celebration / concert</li> <li>• Curriculum assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Shrewsbury museum</li> <li>• Shrewsbury Darwin town walk</li> <li>• Shropshire Hills discovery centre</li> <li>• Anglo Saxon workshop</li> <li>• Roman Fort</li> <li>• Cadbury World</li> <li>• Severn Trent Water</li> </ul>	<ul style="list-style-type: none"> <li>• Helicopter STEM projects</li> <li>• Shropshire Sings/choir</li> <li>• Swimming</li> <li>• Multiple inter schools sports competitions</li> <li>• RAF projects/garden projects</li> <li>• Sports day in house teams</li> <li>• Panto MD</li> </ul>	<ul style="list-style-type: none"> <li>• History visitors, dress up days</li> <li>• Play / performance eg, Joseph or Aladdin</li> <li>• Stepping Out road safety</li> <li>• Fire Officer Safety talks</li> <li>• NSPCC pants</li> </ul>
UKS2	<ul style="list-style-type: none"> <li>• Daily run</li> <li>• TTRS duels and competitions</li> <li>• House point collectors – house captains</li> <li>• Pupil responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum weeks x3 (2021/22 mental health, music, RE/cultural)</li> <li>• Church celebration / concert</li> </ul>	<ul style="list-style-type: none"> <li>• Chester Zoo rainforests</li> <li>• Science museum</li> <li>• Chester Roman fort</li> <li>• Hodnet Hall</li> <li>• Space science visit</li> </ul>	<ul style="list-style-type: none"> <li>• Helicopter STEM projects</li> <li>• London trip</li> <li>• School sleepover stargazing experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Play / performance eg, Joseph or Aladdin</li> <li>• History visitors, dress up days</li> <li>• Oakerwood Residential trip. 1 week.</li> </ul>

<ul style="list-style-type: none"> <li>• Music lessons (optional)</li> <li>• Newsround</li> <li>• Picture news</li> </ul>			<ul style="list-style-type: none"> <li>• Safety scene day</li> <li>• Western Park/Cosford</li> </ul>	<ul style="list-style-type: none"> <li>• Fly to the line RAF 100 / STEM projects</li> <li>• Shropshire Sings/choir</li> <li>• Swimming gala</li> <li>• Multiple inter schools sports competitions</li> <li>• RAF projects/garden projects</li> <li>• Sports day in house teams</li> <li>• Panto MD</li> </ul>	<ul style="list-style-type: none"> <li>• Bikeability programme</li> <li>• CPR first aid</li> <li>• NSPCC pants, stay safe speak out</li> </ul>
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Other opportunities throughout the year are:

-Termly musical assemblies, where children who learn musical instruments both in and out of school time are able to perform to the rest of the school.

-Enrichment weeks.

-Termly performances at St Luke's Church, Hodnet. These are usually choral performances to parents.

-Class assemblies once a year, each class performs a class assembly to parents and the rest of school, often these have musical performances in them.

-KS1 nativity play.

-Year Six leavers production .

-Year three, year four and year five production on a three year cycle.