



MUSIC CURRICULUM POLICY

Approved by Full Governors on
To be reviewed on or before
Signed.....Chair of Governors
Signed.....Headteacher

School Aims

The aims of Eccleston Lane Ends and how to achieve these aims has been long established. They form part of ELE's **CURRICULUM INTENT**. The breadth and depth of the curriculum offer is underpinned by our school values (as well as fundamental British values). The curriculum has been designed to meet the needs of all of our learners and is bespoke to both the locality of our community as well as meeting national curriculum and EYFS requirements. The curriculum has been designed to ensure learning progression is carefully planned and as a result, pupils develop, master and retain key knowledge, skills and understanding through a range of subjects which connect learning together.

Our aims are that:-

- Instil our **B**ritish Values including diversity
- Develop **R**esilience & Resourcefulness
- Inspire critical thinking and **I**ndependence
- **C**reate articulate learners
- Build upon **K**nowledge & skills
- **S**upport well-being & health

We will achieve these aims by:-

- promoting positive attitudes such as cooperation, honesty, determination, kindness and respect for others; encouraging people to set a good example and be good role models in everything they do
- celebrating our successes
- providing a stimulating learning environment and supporting each other in all we do
- constantly striving for high standards
- providing an environment in which everyone feels secure and is encouraged to be confident
- promoting teamwork and ensuring that all are given opportunities to contribute and that all contributions are valued; continually looking for ways in which to raise self-esteem
- promoting key skills such as communication, problem-solving, self-evaluation and the use of ICT
- ensuring that an effective partnership exists between home, school and the wider community
- dealing with environmental issues that may have an increasing impact on our lives in the future and accepting our share of the responsibility for protecting our planet for future generations

Music Intent:

At Eccleston Lane Ends we aim to engage and inspire all children to develop a love of music through listening, playing, composing and singing. When teachers deliver music lessons, their aim is to offer children happy and rich musical experiences that enhance a child's awareness of their own abilities and strengths as a learner. Children will have the opportunity to evaluate a range of music across a range of historical periods, genres, styles and traditions, including the works of the great composers. We are committed to ensuring children learn beyond the classroom through an understanding of the value and importance of music culture in the wider community and that they are able to apply musical skills, knowledge and experiences in a variety of different contexts.

CURRICULUM IMPLEMENTATION

In music at Eccleston Lane Ends we deliver a clear and comprehensive scheme of work in line with the National Curriculum through Charanga. Music is taught weekly from EYFS to Y6 and our curriculum ensures that pupils sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing in assemblies, various concerts and performances and the learning of instruments.

In years 2 and 4, children have whole class instrumental lessons with specialist teachers from St Helens Music Service. These teachers integrate skills in playing, singing, listening, appraisal, reading notation, improvisation and composition through the teaching of their specific instrument. In year 5 the children also have the opportunity to learn the recorder, this is then built upon in year 6.

Children in years 4-6 who love to sing can join a lunchtime choir club with the purpose of singing in the collaborative concert 'Young Voices' at Manchester Arena each year. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that the aims for musical learning stated in the National Curriculum are fulfilled. Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Charanga provides a classroom-based, participatory and inclusive approach to music learning.

Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. skill and given chance for collaboration through composition. During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context. During the lesson children will be given opportunities to apply skill and given chance for collaboration through composition.

CURRICULUM IMPACT

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose - either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts as well as sing and feel a pulse. At Eccleston Lane Ends children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and star assembly, ensuring that everyone is challenged regardless of previous musical experience. Our music curriculum will hopefully foster a love and increasing enthusiasm for the subject amongst our children, and a potential for life long musical study. Children will leave our school thinking, feeling and performing like musicians.

EYFS

In EYFS at Eccleston Lane Ends, music is a fundamental part of each and every day. From entering school in a morning listening to calming and relaxing music, to transition times throughout the day to singing a variety songs and nursery rhymes, we foster a love of music in all its forms as it significantly compliments all that we do.

The children in early years are exposed to a diverse range of music in the classroom, during assemblies and in wider school activities. During weekly music carpet sessions following the Charanga scheme, children have the opportunity to respond with their thoughts and feeling about pieces of music they have listened to and they learn how to compose and perform as well as experiment using different musical instruments. The classroom environment provides children with the opportunities to express their feelings and responses in continuous provision, alongside their peers both indoors and outdoors. Pupils are introduced to instruments which allow them to express themselves and improvise to create their own music developing an understanding of pulse and rhythm.

Music intertwines and connects learning in all areas in EYFS. Phonics teaching incorporates lots of rhythm and children use a range of body percussion to follow the beat and music. In mathematics, throughout the year, we enjoy singing number rhymes and learn chants to help in our knowledge of number bonds and shape. Physical development links beautifully with lots of dancing, movement and action songs too.

To further enrich learning in music in EYFS, the children take part in Christmas, Mother's Day and Father's Day singing performances to parents as well as an external visit to the theatre to watch a pantomime. During the Summer term we join other local schools in the area to take part in the St Helens Early Years Songfest. This provides the children with the exciting opportunity to work alongside the music service team and perform collaboratively with other children at the Town Hall.

This work in the Early Years prepares our pupils for musical learning in KS1 by teaching them to use their voices expressively, play with a range of instruments, sustain their ability to listen and respond to high quality live and recorded music, but most importantly foster a love for music!

The Music Curriculum

The curriculum ensures the national curriculum is covered in a progressive and appropriate way. The curriculum on offer is unique to Eccleston Lane Ends and meets the needs of all of our learners and community.

Each year group plans to the national curriculum through a topic-based curriculum challenge. Subjects (wherever possible) are linked together through key drivers. Learning Challenge titles including Music are outlined on a long term curriculum map. In the Foundation Stage, Music is included as part of free choice and learning is very practical including outdoor provision for a significant part of learning. Curriculum webs can be found on our website. Details of the Music curriculum including planning is held on staff share and reviewed annually.

Focus Areas/ Coverage and Cross-Curricular Opportunities

In key stage 1, pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Assessment, Recording and Reporting

An annual report which includes music is presented to parents outlining curriculum coverage and attainment.

Tracking at the end of term summarises the age related expectations for each year group and whether pupils are working at, working towards or working at a greater depth. This information informs future planning by the teacher and is passed up to next class teacher.

Key skills, knowledge and understanding for each subject are carefully planned into half termly themes or topics where appropriate.

In music the following resources are used to aid teachers' professional judgements when assessing pupil progress and attainment at key points during the year:

- Feedback, both verbal and written in the form of marking.
- Year group subject specific objectives to monitor coverage.
- Ability to play an instrument.
- Ability to perform.
- Grade exams (external).
- Other curriculum evidence - photographic or video.

Health, Safety and Safeguarding

The school's Health and Safety Policy is reviewed annually along with associated risk assessments. Responsibilities of all stakeholders are included in this document. Special attention is given to any visit related to music to ensure risks are managed effectively and the safety of all those on a visit is paramount. All teachers make a visual risk assessment prior to teaching particularly if working with unfamiliar equipment.

All practitioners must follow ELEs Behaviour Policy to ensure safety comes first in all lessons.

Everyone is responsible for the safeguarding of children irrespective of their role. The Designated Safeguarding Lead (DSL) is the headteacher, Miss S Bond. Staff are regularly trained in managing child protection and safeguarding matters. All staff must keep up to date with the latest versions of Keeping Children Safe In Education and Working Together to Safeguard Children when carrying out their work. All staff are committed to following the policies and procedures in all aspects of their work.

Additional Needs

This policy should be read in conjunction with the SEND Policy.

Identified pupils with special educational needs have a written plan which identifies needs; sets targets for achievement; outlines support or resources to be adapted and is reviewed at least termly.

Teachers should decide how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining broadly in line with their age. Adaptations to the music curriculum may need to be made in order that all children have access to a curriculum that is broad, balanced, progressive and relevant to the needs of each child.

The SENCo will support and advise class teachers, learning assistants and subject leaders in how to adapt a suitable curriculum based on sound pedagogical practice.

Equality

This policy should be read in conjunction with the Single Equality Policy.

Eccleston Lane Ends is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, promoting equality of opportunity and community cohesion between people within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of our school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our *school ethos* we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

Roles and Responsibilities

The music Leader (Mrs N Davey) works with the Senior Leadership Team to facilitate teaching and learning of music.

Regular monitoring and self-evaluating activities are carried out by a range of stake holders, including governors, to hold the school to account for the high quality education of our pupils.

Review and Evaluation

All policies are reviewed at least every three years. Some policies are subject to annual review. This policy will be reviewed and revised, if necessary, at the end of the first year of implementation for the Ofsted revised framework July 2022.

References to Other Policies

This policy should be read in conjunction with:

- Special Educational Needs and Disabilities Policy
- Assessment Reporting and Recording Policy
- Marking and Presentation Policy
- Homework Policy
- Single Equality Policy
- Health and Safety Policy
- Child Protection/Safeguarding Policy
- Early Years Foundation Stage Policy