



Sandy Hill Academy
Teaching and Learning Principles
Subject: Music

Mission Statement:

‘Aspiring to achieve, determined to succeed’

In Music we aim to:

Music supports the development of many crucial learning characteristics and enables children to achieve ‘My Personal Best’ and the values of Sandy Hill Academy.

Pupils are actively encouraged to engage with music as part of a healthy, balanced approach to learning.

At Sandy Hill Academy we:

- Provide music curriculum lessons that are timetabled and sequenced to allow the progressive development of learning skills and knowledge through regular teaching/weekly teaching
- Schemes of Work appropriately reflect the learning needs of all pupils, to allow engaged learning to take place.
- The music curriculum is broad and balanced to reflect the needs of all learners, including pupils with SEND.
- To assess pupils and school progress in music in a number of different flexible ways so that impact can be demonstrated
- Pupils and staff demonstrate a willingness to participate in and respond positively to artistic, musical and cultural opportunities.
- Pupils are able to positively articulate their experiences of music that they are exposed to through their school life.
- Pupils are able to express themselves through music both in the curriculum, and through programmed extra-curricular activities.
- Pupils are able to leave curriculum lessons to attend instrumental/vocal lessons, or to attend school ensemble rehearsals
- Pupils are taken to a range of external interactive live artistic activities/performances to broaden their exposure to a range of opportunities
- Music subject lead attends external CPD events that will result in a broad range of benefits for pupils and can be shared with non-specialist teaching staff to maintain high-quality, progressive music teaching.
- Music subject lead accesses peer development with music leads in other schools to help support and quality assure a secure curriculum.
- Peripatetic music teachers are qualified experts in their field and attend regular CPD opportunities to ensure they deliver high-quality progressive, learning.
- To deliver high-quality singing lessons

- To provide weekly singing opportunities: through collective worship, choir, vocal lessons from peripatetic teachers and cross-curricular learning.
- Our school proactively uses music to promote fundamental British Values.
- Our school uses music to engage parents/carers and the wider community.



Vision:

Music is an integral part of school life at Sandy Hill Academy as through playing, singing, creating and performing, children will develop confidence, communication, thinking and creative skills and improve their emotional well-being. In addition, as these activities utilise both sides of the brain, it will foster connections which will improve memory and coordination. The skills involved in playing and listening to music will also help learners develop the self-esteem, self-discipline, cooperation, creativity, and self-motivation necessary for success. Children will find that music is enjoyable and relaxing which will help reduce stress. All children will be able to experience a sense of achievement and pride.

Music has been carefully planned so that each year children build on previous skills and knowledge so that they can make progress. This will enable them to express their own musical interests when performing, composing and listening, as we build on the musical horizons of each child. We strongly believe that children should be given the opportunity to share their musical skills at different events both in and outside school. It is our aim that each child becomes a confident performer, however, we take each child at their own speed and we support children who are less confident or have additional needs and encourage them to flourish.

During their music lessons they will also be learning songs in different languages, celebrating the different cultures within the school and wider community. We also welcome visitors into school whenever possible so the children can listen to live music.

Singing is highly important part of our day. Weekly singing assemblies take place to teach children how to sing with a sense of pitch and melody. They are taught how to warm up their voices, sing in rounds and harmony, and build up a repertoire of songs. We have a school choir which meet each week and perform as a choir at whole school events, as well as community events.

We believe that all children should be given the opportunity to access musical tuition and to play orchestral instruments. Therefore, we provide opportunities for children to attend peripatetic instrument and vocal lessons with qualified music teachers. We encourage teachers to create opportunities for children to play in small groups or an ensemble as it helped to foster essential life skills such as co-operation, mutual support, self-discipline and commitment. In addition, music plays an important role in helping children to feel part of a community.

Music Expectations:

EYFS

Development Matters 2012 <https://www.early-education.org.uk/sites/default/files/Development%20Matters%20in%20the%20Early%20Years%20Foundation%20Stage%20-%20FINAL.pdf>

For music specific guidance refer to 'Musical Development Matters in the Early Years' by Nicola Burke (2018)

<https://www.early-education.org.uk/sites/default/files/Musical%20Development%20Matters%20ONLINE.pdf>

Aspects of musical learning and development:

- Hearing and Listening
- Vocalising and Singing
- Moving and Dancing
- Exploring and Playing

Music will interweave through all areas of development and learning and documented through observations, recordings and performances.

Primary National Curriculum

Department for Education National curriculum in England: MUSIC programmes of study 11 013

Purpose of study <https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-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 talent 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 to listen with discrimination to the best in the musical canon.

Aims

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 Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

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 interrelated 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 interrelated 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

Planning

Schemes of Work are planned to build on prior learning and enable all pupils to make progression in each of the learning objectives. The Objectives, taken from the National Curriculum, are mapped out across the year to ensure pupils are building and developing their skills and knowledge so that clear progression is made at the end of each year, and through the Foundations Stage and Key Stages.

Within the planning, learning objectives are matched to the National Curriculum. Tiered learning outcomes (bronze, silver and gold) are given to learners in order to challenge themselves. Success criteria is shared with learners through quality modelling and re-emphasised throughout the session. Health and safety considerations, equipment lists and SEND considerations are also noted. Throughout sessions, teachers encourage and praise the 'My Personal Best' values.

Resources to support teachers planning and delivery of music include Charanga and Sing Up.

Opportunities to work with a specialist music teacher is provided each year for every child.

Teachers are supported in the planning and delivery of Schemes of Work and subsequent music lessons by the Music Lead, who attends regular CPD and works closely with other schools to ensure quality music teaching.

In the Foundation Stage singing occurs daily. In addition to weekly music lessons, the indoor and outdoor environment will be set up to create enabling environments where stimulating resources linked to the half-termly musical objective will be set up to offer pupils rich learning opportunities through play and support children to take risks and explore. This will be documented through written observations and video/audio recordings.

It is our goal that 80% of music lessons should be practical. Teachers make it their goal to make Music engaging and to promote the 'My Personal Best' values throughout lessons.

To ensure high-quality singing is developed across the school singing/vocal warm-ups will be incorporated into every music lesson.

A typical lesson at Sandy Hill would look like this:

Starter/warm-up	Main Activity	Progression	Plenary/Reflection
<p>Learners prepare their bodies for music. Physical whole-body followed by vocal exercises.</p> <p>The aim is: stretch and relax muscles. Warm-ups take the form of exciting games activities or related to the music focus. Teachers discuss the purpose of a warm-up with the children in their class, asking them to reflect on what they notice about their bodies. Other warm-ups, dependent on the focus, include:</p> <ul style="list-style-type: none"> - Rhythm - Listening - Reading notation 	<p>Learning objectives, outcomes are shared by the teacher with learners.</p> <p>Teacher/student model the activity emphasising the success criteria or an element of the success criteria.</p> <p>Pupils sustain practice whilst the adults praise and support, emphasising the success criteria. Pupils may assess their learning at this stage.</p> <p>Challenge for pupils who demonstrate consistent success when required.</p>	<p>This may take the shape of an application activity – e.g. add an additional phrase or rhythm to the composition/add a verse/second part. It could on the other hand be a progression of the activity completed initially – depending on the need of the learners.</p> <p>Intervention can be used for small groups of learners to develop skills with an adult when required.</p> <p>Pupils may assess their learning at this stage.</p> <p>Adults praise and support learning, emphasising the success criteria</p> <p>Learners who require challenge can be further challenged at this stage.</p>	<p>Children to share/perform to the rest of the class if in groups or a whole class performance. Make video/audio recordings which can be used to demonstrate pupils progress through the unit of work or as a starter activity the following weeks (Pupils' assess their own progress by watching their performance the following week)</p> <p>During this part of the session, children assess their progress against the learning objective, learning outcomes and success criteria.</p>

Learners are assessed during sessions to identify whether they require support or challenge. The STEP principle is applied to include all learners. S: Space, T: Time, E: Equipment, P: People.

Learners conduct self and peer assessment during sessions, using ICT to photograph and video where appropriate in order to aid progression of learning.

Skills Progression:

At Sandy Hill, we use the objectives from the National Curriculum to ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning.

Teaching and Learning Expectations:

- **EYFS** daily singing incorporated into whole class teaching, in addition to the weekly music focus from the curriculum map. The class environment, both indoor and outdoor, should have an area set up for child-initiated musical experiences to be observed and /or recorded where possible.
- **KS1** lessons will be taught for 30 minutes lessons a week (or equivalent if adopting the carousel approach) that are linked to a Scheme of Work that enables skills and knowledge progression.
- **KS2** lessons will be taught for 45 minutes lessons a week (or equivalent if adopting the carousel approach) that are linked to a Scheme of Work that enables skills and knowledge progression.
- All children are able to access Music
- Weekly singing opportunities will be provided in the school to ensure high-quality singing, this will include in class and assemblies.
- Teachers have access to the teaching resources: Charanga and Sing Up.
- Teachers to make audio/video recorders of half termly assessed performances that will be put in a shared music document.
- One piece of Music recorded per half-term in back of topic books, this could include pupils' assessment of a piece of music they performed where they can discuss their progression, enjoyment and part they played in the process.
- Class blogs and social media to include examples of Music.
- Opportunities for all children to attend extra-curricular activities in music, including: a broad range of peripatetic lessons, choir, clubs, to take part in performances at school and in other locations, to attend performances at school and off site.

Working Walls/Displays:

- **EYFS** will always have an indoor and outdoor area musical environment set up which is linked to the half-termly learning objective (see planning section)
- **KS1 and KS2** to have the seven musical elements on display: pitch, duration, dynamics, tempo, timbre, texture, structure; below the focus learning objective.
- The music lead is responsible for displays in the music room, ensuring they reflect the intent, implication and impact of music at Sandy Hill Academy.
- Opportunities for clubs and peripatetic lessons are clearly displayed and advertised to ensure all pupils have an opportunity to engage in extra-curricular activities/learning.

Monitoring/Assessment:

- Exit Points (e.g.: quizzes, performance, festival)
- Use of assessment documentation to identify children, WTS, EXS and GDS – audio/video recordings to show progression
- Pupil Conferencing
- Learning Walk/Lesson Observations
- Work Scrutinies