



Pilgrims School

Music Policy

May 2022

Next review date: May 2023



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Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.

RATIONALE

This policy reflects the school vision and values

At Pilgrims we inspire each child to love learning

We recognise the importance of making learning fun, interesting, meaningful and memorable. Therefore, we teach through a themed contextual approach enabling each child to connect ideas, build on prior knowledge and deepen understanding.

Curriculum music at Pilgrims aims to ensure that the children are provided with quality learning experiences that lead to high levels of pupil achievement. It encourages children to explore the world of sound and music with enthusiasm and curiosity. Practical music making opportunities allow children to develop their musical ability and skills and to grow in confidence through social interaction, the discipline of rehearsal which fosters perseverance and the sense of achievement that results from performing. A growing awareness of other countries and cultures is nurtured through listening activities, a broad range of songs and instrumental work.

In keeping with the School's values, staff and governors are committed to:

Kindness

- Providing a safe, stimulating learning environment
- Providing a clear consistent approach to behaviour management
- Developing strong relationships, working in partnership with parents, governors and the community

Curiosity

- Making learning an enjoyable and challenging experience
- Fostering imagination, exploration, creativity and a willingness to take risks
- Encouraging development of musical skills, knowledge and understanding
- Promoting assessment for learning, building on what the children already know and encouraging a greater responsibility and ability to think and learn for themselves
- Providing opportunities for pupils to work independently and in groups, to make choices, to plan and to experiment with sound and music
- Developing children's ability to evaluate their work and make suggestions for improvement

Respect

- Ensuring that every child succeeds by providing an inclusive education with a culture of high expectations
- Promoting a respectful attitude towards the ideas, views and feelings of other pupils
- Encouraging co-operation, open-mindedness, perseverance, critical reflection and an attitude of celebration of all achievements and success

LEARNING

We believe that effective, purposeful learning will take place when children:

- show interest, enjoyment and enthusiasm through involvement in meaningful musical activities and those which allow them to be creative and develop the use of their musical imagination
- learn within a context that is inclusive of culture, gender, age, spiritual and social development
- focus and concentrate on the task in hand, asking questions to develop their knowledge, skills and understanding and offering their own ideas
- value each others' contributions and listen to their opinions, working both individually and together towards the achievement of their learning goals
- reflect, evaluate and make improvements to their work, consolidating the skills and knowledge they have acquired
- respond positively to high but realistic goals set through which they experience success, give and receive encouragement and positive feedback and show pride in their achievements
- interact positively with adults and peers through opportunities to rehearse and to perform for a variety of audiences
- experience others making music, seek out challenges, take risks and have a go at activities differentiated to enable effective participation at all levels, encouraging a growing confidence and independence in their learning

Lessons and activities should:

- inspire interest, imagination and enjoyment
- build on previous learning or prior knowledge through a systematic and progressive scheme of work
- have a context or link to a bigger picture, and develop an awareness of a variety of musical traditions, cultures and historical contexts
- enhance or develop skills and understanding
- enable all pupils to access the learning
- use additional adults effectively to support the learning
- foster the application of physical and creative effort and interest

The strategies and documents we use to support these statements include:

- The Characteristics of Effective Learning as defined in the Early Years Foundation Stage guidance
 - Play and explore
 - Active learners
 - Creating and thinking critically
- Assessment for Learning
- Thinking Actively in a Social Context (TASC)
- Accelerated Learning in Primary Schools (ALPS)

Routines

- are embedded within music lessons. A clear structure is planned for lessons to include warm up activities, whole class, group and individual focus times.
- include the implementation of clear consistent and realistic behavioural expectations and enable a positive experience for all children in music lessons

Events

- Music plays a large part in whole school, year group and class based events such as whole school seasonal assemblies, year group seasonal performances and music assemblies.
- There are also many important opportunities for developing musical skills and personal and social characteristics through extracurricular musical activities. Children rehearse and perform as individuals, in small ensembles and in large groups such as the choir and orchestra both in school and at public events with others e.g. Bedfordshire Music Festival, Proms in the Park, retirement home concerts, Red Cross Christmas Fair, Carols in the park, ABRSM and rock school examinations, teas.

TEACHING

- Teaching is delivered through a Creative Curriculum designed to enthuse and captivate the imagination of the children.
- The content of the music teaching is integrated where possible with the year group topics which are run on a two-year cycle and are devised using guidance and learning intentions drawn from the Early Years Foundation Stage and 'National Curriculum' documents.
- Lessons have clear learning objectives and success criteria which are shared and reviewed with children at the start of lessons in main school. Individual and group targets are identified in planning and assessment strategies. Gifted and Talented and less able activities are planned as appropriate
- Children are given equal opportunities to participate in and practice music skills which are accessible, challenging, motivating and extend their learning. At present, the instrument used to teach pitch notation is the ocarina. Reading basic rhythmic notation begins at the end of Reception and then progresses to include pitched notation by Year Two.
- Activities are planned which provide opportunities to develop listening, singing, instrumental, composition and evaluation skills. Awareness of the different musical elements (including pitch, duration, dynamics, tempo, timbre, texture, structure and notation) is developed through the range of activities which encourage experimentation with sound.
- Activities involve the effective use of available resources, including space in the music room, pitched and unpitched instruments, pre-recorded music and ICT. Occasionally there are opportunities to experience music with visitors from out of school.
- In addition to curricular music, individual, small group and ensemble music lessons are offered from Year 1. Instruments currently available are: piano, recorder, violin, cello, drums, pitched percussion, ukulele, guitar and voice. These are taught by Visiting Music Teachers.

ASSESSMENT, RECORDING AND REPORTING

- Assessments are made during music lessons (class/group/individual). Often this is by way of recording activities on an iPad and then assessed by class music teacher when viewed after the lesson. Assessment sheets on basic musical understanding (pitch, beat and rhythm) from R-Y2 are kept.
- A variety of strategies are used to monitor progress including observation, discussion, questioning, recording and feedback, and marking of written work where appropriate.
- Children are encouraged to assess their own work and to make appropriate changes and improvements. These self assessments are noted and recorded by the class music teacher
- Children are encouraged to assess one another's work where appropriate and to suggest changes and improvements in a positive and supportive manner. These assessments are noted and recorded by the class music teacher
- Prior knowledge is assessed at the beginning of a topic. Children are encouraged to identify areas where they wish to learn and explore and to generate their own questions. These questions / areas are revisited at the end of the topic to assess acquired knowledge.
- Reporting is via twice yearly parental consultation and annual written reports. The Music Co-ordinator is available at Parent Consultations to discuss the progress of children in curricular music lessons and is also available to give feedback on individual music lessons.
- There is weekly written feedback/guidance from visiting music teachers to parents of children receiving individual and group lessons via their music communication books. This is in order to assist with practice.
- Annual written reports to all parents provide a summative assessment of their child's progress in class music lessons.
- Parents of children receiving individual (and group/ ensemble) instrumental lessons receive an additional annual report from their child's visiting music teacher with narrative feedback in addition to grading for practice and organisation.
- Where appropriate, information is passed on through the child's class teacher or the Music Co-ordinator to the next school or new instrumental teacher, in order to facilitate a smooth transition.

PLANNING

- Planning throughout the school is based on the 'Early Years Foundation Stage Curriculum' and the 'National Curriculum'. Topics are delivered through a Creative Curriculum which runs on a two-year rolling programme in main school and in EY are based on half termly music objectives. Planning of the music curriculum is integrated where possible with the year group topics, in consultation with year group leaders.
- The Music Co-ordinator oversees the whole school music curriculum to ensure that planning is systematic, progressive, and continuous and covers the range of

music skills. Each specialist music teacher plans for their specific year groups in conjunction with the overall plan produced by the music co-ordinator.

- Long term, medium term and short-term plans are produced by each specialist music teacher and the Music Co-ordinator. Plans will be reviewed and annotated by each individual music teacher to ensure successful progression and continuity of the children's teaching and learning experience.
- Visiting Music Teachers will plan targets/goals in discussion with their individual music pupils.
- An annual Action Plan is drawn up during the summer term and implemented each academic year in September. It is reviewed on a termly basis by the Music Co-ordinator.

ORGANISATION

- The activities, teaching and learning approaches are planned to enable full access to the music curriculum with differentiation to meet the needs of all pupils regardless of gender, ethnic group, culture, ability and EAL.
- Classroom organisation provides opportunities for working individually, in pairs, as part of a small group and as a whole class, appropriate to the age of the children and nature of the lesson. When working with instruments, controlled playing and safe lifting and carrying are promoted, discussed and modelled.
- Early Years music lessons are generally whole class/group but opportunities are planned to focus on individuals or small groups when appropriate.
- Key stage One music lessons are also whole class but there is more of an emphasis on group and individual work within the class group.
- Differentiation is provided in a range of ways; through questioning, choice of instruments offered, support with notation and expectation of the standard of a performance and self-evaluation. It is made on an individual basis using the knowledge of the music co-ordinator and specialist music teachers about a child's ability and/or needs.
- Copies of the SEN register are given to the music co-ordinator by the SENCO and the particular needs of children are discussed. Relevant information is shared between SENCO, class teachers and the music co-ordinator and relayed to specialist music teachers to enable pupils to be fully supported in classroom music lessons.
- Visiting music teachers are advised by the music co-ordinator of any SEN that their pupils may have and given practical support where necessary in order to make individual music lessons stimulating and rewarding for all pupils. Adjustments made for individual pupils are shared with class teachers in order to provide a joined-up approach to supporting the child.
- Musically talented pupils are identified by the music co-ordinator, drawing together information from VMTs and specialist music teachers. They are then placed either on a highlighted list or on the Able, Gifted and Talented register. These pupil lists are shared with the Able, Gifted and Talented co-ordinator and updated annually or as new evidence comes to light. The identified pupils are given opportunities to further develop their skills within lessons and through the opportunity to participate in extracurricular activities i.e. orchestra and choir (See A, G & T policy).

- Ensembles are available as extracurricular activities throughout the year. These include large groups (choir, orchestra) and smaller groups (string ensemble, percussion ensemble, ukulele group and Reception vocal groups.)

PERFORMANCE OPPORTUNITIES

- Music offers a wide variety of opportunities to build personal confidence, social skills and to develop emotionally. Children begin to rehearse, perform and present their work in the class setting. They are also encouraged to initiate performance opportunities within this setting.
- Through recording their work onto video or audio equipment, they have opportunities to evaluate their group and individual work.
- The children have regular opportunities to present their work through class assemblies and year group dramatic musical productions
- When appropriate, they are given the opportunity to perform individually and in groups in music assemblies and other whole school events
- Children highlighted as talented musicians (see A, G & T policy) are invited to play in the school orchestra. Skills such as notation reading and note finding are developed and performances are given for parents and the whole school.
- Children in the choir and orchestra also perform at school events open to the wider community, including the Christmas Fayre and Open Mornings for prospective parents.
- Additionally, children perform within the community setting eg Carol Singing in the Park (choir) and at the Bedfordshire Festival of Music, Speech and Drama (choir, orchestra, string ensemble), termly trips to a care home (choir) and Bedford Proms (choir).
- Those who learn individual instruments may also be offered the opportunity to perform at the Bedfordshire Festival and may be entered for national music examinations.

MANAGEMENT AND CO-ORDINATION

The role of the music co-ordinator is to:

- Provide a strategic lead, maintain and raise the profile of music throughout the school
- Offer advice and support to colleagues on issues relating to music
- Monitor the curriculum provision and adjust it to meet the aims of the Action Plan
- Monitor the teaching of music throughout the school through classroom observations, learning walks and evidence gathering
- Monitor Visiting Music Teacher provision and liaise with parents, visiting music teachers, class teachers and SENCO where appropriate.
- Monitor pupil progress in both class and individual music lessons.
- Co-ordinate the entry of children into national music examinations when appropriate and in liaison with their VMTs.
- Manage the music budget
- Monitor resources that support music teaching and learning in the classroom and in individual music lessons

- Review, evaluate and amend the Music Policy on a regular basis to reflect issues being developed by the whole school.
- Attend and participate in staff meetings as appropriate.
- Attend INSET training as required and lead INSET training as appropriate.
- Liaise with the Head teacher and Deputy Head teacher on a regular basis to discuss the future development of music throughout the school.
- Ensure music events are planned for, timetabled and that risk assessments are carried out
- Develop links with the community where appropriate, building relationships with parents, other schools and the wider local community.

RESOURCES

- The music co-ordinator is responsible for the annual Music budget and for buying and replacing resources. Music resources including tuned and untuned percussion instruments, books about music, sheet music and CDs are kept in the music room. They can be borrowed and signed out by all class teachers although priority is given to ensuring that the required range of resources is available for class and individual music lessons.
- There is a large range of song books currently available. Orchestral arrangements are produced by the music co-ordinator or music teacher responsible for running orchestra/ string ensemble. They are differentiated to meet the needs of the individual children in the ensemble and the instruments that are played.
- The tuned and untuned percussion instruments are kept in the music rooms. These are repaired by the site agent or replaced with money from the music budget
- Ocarinas are ordered through school but purchased on an individual basis by children for use in class music lessons. There is also a supply of school ocarinas available for children who have not brought their own instruments to lessons
- Children are encouraged at all times to treat instruments with respect.
- There are three CD players (one in the main music room, one in the Peri room and one in the VMT room) and a selection of CDs as well as teacher's laptops in classrooms
- Other resources including stationery, white boards (with music staves) and a large interactive screen are available to enhance the teaching of the music curriculum.
- Desk top and full height music stands are available for classroom music, individual lessons, ensembles and orchestra. They are stored in the music rooms.
- The music co-ordinator is responsible for ensuring that the two upright pianos and the grand piano are maintained and tuned regularly. The two upright pianos in the music rooms are available for use in music lessons. The grand piano in the hall is available for assemblies, class, year group and whole school events.
- There are keyboards, a guitar, violins and a cello that are available for hire. Instruments are maintained as required
- Music lesson provision: Year One and Two: children receive a one-hour class music lesson per week. Reception: children receive 2 x 30-minute lessons per week. Pre School: a 30-minute session is available for children signed up to Pre School sessions on a Thursday afternoon. Little Pilgrims: a 20-minute session is available for children signed up for Little Pilgrims sessions on a Thursday morning. These are delivered by a specialist music teacher.

- Visits involving musical activities may be made as appropriate.
- Visits by musicians/groups are planned in order to enhance the curriculum and widen the children's musical experience

Appendix 1 - Policy Change Tracking

Policy Name:	Policy Final Page - Changes - Template
Owner:	Angela Knight
Ratified by:	
Last review Date:	May 2022
Next Review date:	May 2023

Date: May 19th 2022

Comment:	
Page 5	Paragraph removed at the end of 'events' section, regarding 'current restrictions'
	5 th bullet point under 'teaching' section – 'singing' added to list of activities
	6 th bullet point under 'teaching' revised to reflect no covid restrictions now
	7 th bullet point removed as covid restrictions no longer in place
Page 6	1 st bullet point under 'planning' – half termly EY LO to reflect current practise
Page 8	9 th bullet point under 'assessment recording and reporting' omitted the sentence regarding restrictions for orchestra
	Paragraph removed at the end of 'performance opportunities' as it referred to virtual performances rather than face to face
Page 9	4 th bullet point now refers to ocarinas rather than recorders to reflect current practise
	6 th bullet point – 3 CD players not 2
Page 10	Final bullet point under 'resources' last sentence omitted to reflect lifting of covid restrictions