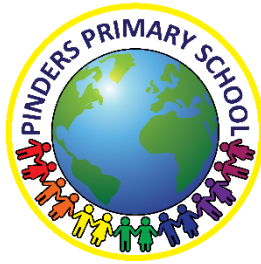


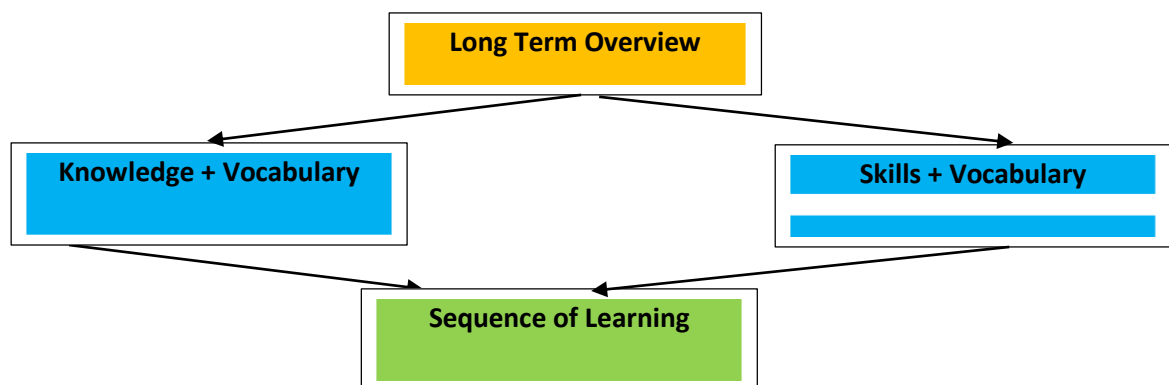
Music Policy



Intent Statement

At Pinders Primary School our music curriculum is designed to progressively develop children's skills in the areas of musical appreciation (listening and discussing), performance on instruments and with voice, composition and recording and evaluating musical performances.

This intent is to be delivered through a carefully structured topic based curriculum, which has a clear sequence of learning. This has been mapped out over a two year rolling program.



3-D Curriculum

At Pinders, we have worked with the Senior Leadership team and subject leader to create a unique curriculum that suits the needs of Pinders' learners.

Horizontal links (HL) are planned within the termly topic for all subject areas. This strengthens the learnt knowledge and the development of their schema.

Vertical Link (VL) are planned to show where there is clear prior knowledge that is being built upon within individual subject areas.

Diagonal Links (DL) are made where key vocabulary and concepts across different areas of the curriculum are pulled together to strengthen the complexity of pupil's schema.

Knowledge

The knowledge to be taught for each unit has been identified and set out to ensure consistency of teaching and to allow for the pupils to build upon prior learning, revisiting and refreshing taught knowledge at each stage. By making these links throughout all areas of the curriculum children's knowledge is being built upon and the learning is deepened.

Skills

Pinders Primary has developed a progression of skills from EYFS to Year 6 from the support of the Wakefield Music Services Progression Map and the DFE Model Music Curriculum. These skills are clearly set out for each thread of music learning and are to be taught alongside and through the delivery of the knowledge.

Vocabulary

We provide a vocabulary rich environment at Pinders. Key vocabulary is planned and taught; this vocabulary is directly linked to the knowledge and skills being taught. This ensures our children get a robust and challenging diet of vocabulary that contains tier 2 and tier 3 vocabulary.

The knowledge and vocabulary for each unit of music work is placed within a knowledge organiser. This organiser is a tool for the children to use to support them with learning and embedding knowledge and vocabulary into their long term memory. The organisers are also shared with parents to support home learning.

Assessment and Recording

Assessment is primarily carried out formatively whilst observing during lessons and carrying out pupil conversations. Throughout the children's learning journey they will take part in knowledge quizzes to test how much knowledge is being retained. Assessment of pupil's progress and outcomes is completed against exemplified pieces of work for each year group and thread of learning.

The music leader will keep evidence of pupils work electronically and exemplifications are shared on the school website.

Early Years

Music skills are taught across three areas of learning in the Early Years – Communication and Language, Physical Development and Expressive Arts and Design. Physical Development is important for music as children learn to use and combine movements and Communication and Language covers children's listening skills for music and learning songs. However, the main area of learning for music within Early Years is Expressive Arts and Design, where children will develop skills such as singing and performing a range of well-known nursery rhymes and songs and moving in time with music.

Monitoring and Review

The monitoring of the standards of children's learning and the quality of teaching in music is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The music leader has specially allocated management time, which is used to review evidence of teaching and learning across the school.

This policy is a working document and therefore is open to change and restructuring as and when the need arises. It will be reviewed as part of the whole school review programme.

Governors will work alongside the subject leader to ensure the policy is being followed to successfully deliver the planned outcomes. Planning is monitored every half term to ensure coverage and rigour. There is a named governor who has responsibility for the subject.