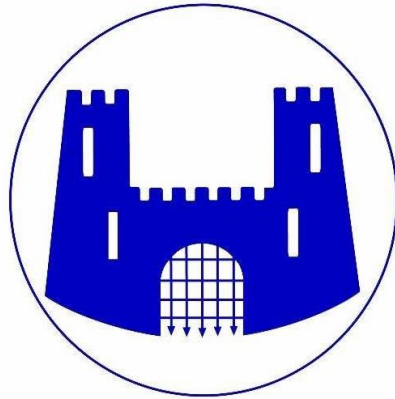


# Ludgershall Castle Primary School



## Music Policy

2024

Our shared vision for Ludgershall Castle Primary School is of a happy, vibrant learning community, improving together. We are working with pupils, parents and the wider community to create the supportive atmosphere of trust and mutual support in which we all thrive.

'Learn, Have Fun, Succeed' are carefully chosen words that encapsulate the aims of our school.

- ☆ We want learning and teaching to be fun for all
- ☆ We 'have a go' and try our best; we celebrate our successes
- ☆ We want to care for and respect everyone in our school; everybody matters
- ☆ We want school to be a safe place for everybody
- ☆ We know that learning is for life, not just for children
- ☆ We all want to be good citizens



## Vision

At Ludgershall Castle Primary School, we have the following vision for music:

Our music curriculum aims to provide all children with an enjoyable, engaging and inspiring music education which include a range of experiences, forming a life-long love of music. We feel it is our responsibility as teachers to offer EVERY child the opportunity to participate in active music-making both through playing and singing, in groups and individually.

Our vision is to provide children with deeper cultural opportunities that instil the values of our school. Music should be taught so that children have the inclusive opportunity to be creative with their peers. We want these foundations to support children's musical subject knowledge and sticky knowledge, experiences and awareness of other cultures and types of music. We also aim to raise awareness of musical traditions in a variety of cultures and societies, as well as offering opportunities to experience personal curiosity, creativity and imagination by providing opportunities for self-expression and a sense of personal achievement. By doing so, we hope to increase every child's self-confidence and passion for music.

## Why study Music?

Music is a universal language and one which everyone can speak whether it's through speech, drawings, actions or movement. It is all inclusive and non-discriminative. It is a powerful tool and provokes a response which can be emotional, personal and unique for each individual. Music allows pupils to build their emotional literacy. It engages all parts of the brain and can be made accessible for all learners with many beneficial and long lasting effects on an individual's mental health and positive wellbeing. It celebrates all identities.

## National Curriculum

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 increasing 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.

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 chance 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

## Our Intent

Music should be fun, inspiring and engaging. Using music, children should be able to connect to and reflect on what they are hearing and express their thoughts, feelings and opinions without fear of criticism. Providing opportunities to explore, experience and appreciate music throughout a child's learning journey, we intend children to raise standards in music across the school and ensure progress and consistency by:

- ☆ understanding and exploring how music is created using the inter-related dimensions of music; pitch, duration, dynamics, tempo, timbre, texture and structure
- ☆ ensuring music is accessible to all
- ☆ having the opportunity to learn a musical instrument
- ☆ experiencing live performances
- ☆ listening to, reviewing and evaluating music from history
- ☆ having the opportunity to join the KS2 school choir
- ☆ having the opportunity to perform music
- ☆ creating and composing music individually and with others
- ☆ engage with subject experts and have the opportunity to widen their understanding by asking questions
- ☆ allow staff appropriate CPD sessions which enables them to build their subject expertise and confidence.

At Ludgershall Castle Primary School, we feel it is important to ensure that children develop an understanding and appreciation for the history of music as well as its importance in different cultures, the wider community and across the world.

Experiencing music promotes a means of communication, self-expression and interaction, the benefits of which are most evident in children who experience barriers to their learning from physical, social or emotional difficulties. It is important that every child feels comfortable and is able to participate and demonstrate their musical skills without feeling embarrassed or singled out. This can be achieved through a wide range of teaching styles, including kinaesthetic, visual and performance. We also include positive praise and modelling teaching styles. We are committed to providing a teaching environment conducive to learning where each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability as music plays an important part in the celebration of religious and cultural festivals.

Children are encouraged to encounter many musical opportunities during their time at Ludgershall Castle Primary School. These opportunities include weekly class music lessons, whole class ukulele, recorder, djembe or ocarina lessons (as part of Wider Opportunities and First Access), Christmas performances, Key Stage 1 class singing, Key Stage 2 choir, plays, links within the local community, assemblies, visits to theatres, concerts and opportunities which arise from local cluster links and Wiltshire Music Connect.

All children have equal opportunity to pursue tuition outside of their scheduled music lessons. The school works with associates from Wiltshire Music Connect and currently offers piano, guitar and drum lessons. The school has access to a fund from Wiltshire Music Connect which allows subsidies to be drawn to help all families have equal access to instrument tuition.

## Our Implementation

The music curriculum and Kapow scheme ensures children sing, listen, play, perform and evaluate. At Ludgershall Castle Primary School, children follow knowledge organisers which include sticky knowledge, national curriculum objectives and key music vocabulary. We believe knowledge organisers have the potential to impact the progress and attainment of our children, as they are developing a responsibility for their own learning.

### Music in EYFS

Music plays an important part of a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design. In EYFS, the early learning goal encourages:

- **Sing a range of well-known nursery rhymes and songs;**
- **Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.**

*They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function."*

Children should:

- ☆ Listen to a variety of music from different times
- ☆ Respond to different styles of music
- ☆ Share and perform the learning which has taken place
- ☆ Learn to sing or sing along with nursery rhymes or action songs
- ☆ Improvise leading to play classroom instruments
- ☆ Explore and play musical instruments
- ☆ Become exposed to musical language e.g. pulse, rhythm, pitch, tempo, timbre, dynamics, etc
- ☆ Perform together.

### Music Key Stage 1

In the Key Stage 1 Curriculum, the National Curriculum encourages pupils to be taught to: *"Use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and un-tuned 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."*

Children should:

- ☆ Listen to a variety of music from different times
- ☆ Learn to recognise instruments
- ☆ Encourage discussion using musical Language
- ☆ Listen to a variety of music styles, traditions and composers
- ☆ Begin to understand how pulse, rhythm, pitch work together to create music
- ☆ Start to sing pieces together
- ☆ Exploring music using a range of instruments
- ☆ Start to learn to play together in ensembles

- ☆ Understand that composition is creating simple rhythms and melodies that are notated
- ☆ Define pitch, duration, dynamics, tempo and timbre.

### Music at Key Stage 2

During Key Stage 2, children 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.

Therefore, to achieve these aims, children 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."*

Children should:

- ☆ Understand and appreciate a variety of musical styles from different times and traditions
- ☆ Continue to recognise the sound of musical instruments and basic features of key musical styles
- ☆ Encourage discussion using musical language
- ☆ Continue to understand how pulse, rhythm and pitch work together to create music
- ☆ Learn and understand more about preparing to sing
- ☆ Explore a range of vocal activity e.g. rapping and beat boxing
- ☆ Use glocks, recorders or band instruments if appropriate
- ☆ Play pieces in unison or 2 parts
- ☆ Continue to explore the differences and similarities between improvisation and composition
- ☆ Perform together in an ensemble/band
- ☆ Understand the definitions of pitch, duration, dynamics, tempo, timbre, texture, structure

In UKS2 children should:

- ☆ 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
- ☆ Listen with attention to detail and recall sounds with increasing aural memory
- ☆ 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 their own pieces of music
- ☆ 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
- ☆ An understanding of the history of music.

## Kapow

The teaching of music follows the Kapow music scheme. Starting in the Early Years Foundation Stage, lessons are progressive and link to the termly topics. For example, lower key stage two - Ancient Egyptians. This allows teachers to sequence their learning, meaning we can build upon children's previous learning allowing them the skills and confidence they need to progress with music. Here is how the Kapow music scheme relates to the national curriculum.

### Early Years Foundation Stage (EYFS)

Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
* <u>Exploring sound</u>	<div style="background-color: #0070C0; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">P</div> <div style="background-color: #E67E22; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">L</div> <div style="background-color: #34495E; color: white; padding: 2px; text-align: center;">DoM</div>	<b>Communication and Language</b> -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. <b>ELG:</b> Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	<b>Understanding the World</b> -Explore the natural world around them  <b>Expressive Arts and Design</b> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.	✓ Playing and Exploring ✓ Creating and Thinking Critically
<u>Celebration music</u>	<div style="background-color: #0070C0; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">P</div> <div style="background-color: #E67E22; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">L</div> <div style="background-color: #34495E; color: white; padding: 2px; text-align: center;">DoM</div>	<b>Communication and Language</b> -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.	<b>Understanding the World</b> -Recognise that people have different beliefs and celebrate special times in different way.  <b>Expressive Arts and Design</b> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. <b>ELG:</b> Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. <b>ELG:</b> Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring

Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
* <u>Music and movement</u>	<div style="background-color: #0070C0; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">P</div> <div style="background-color: #E67E22; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">L</div> <div style="background-color: #34495E; color: white; padding: 2px; text-align: center;">DoM</div>	<b>Personal, Social and Emotional Development</b> -Think about the perspectives of others.	<b>Expressive Arts and Design</b> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. <b>ELG:</b> Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. <b>ELG:</b> Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
<u>Musical stories</u>	<div style="background-color: #0070C0; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">P</div> <div style="background-color: #E67E22; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">C</div> <div style="background-color: #E67E22; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">L</div> <div style="background-color: #34495E; color: white; padding: 2px; text-align: center;">DoM</div>	<b>Communication and Language</b> -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.	<b>Expressive Arts and Design</b> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. <b>ELG:</b> Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas  Development Matters 2021 statements <u>Early Learning Goals</u>	Early years outcomes: Specific Areas  Development Matters 2021 statements <u>Early Learning Goals</u>	Characteristics of effective learning
* <u>Transport</u>	<b>P</b> <b>L</b>	<b>Communication and Language</b> -Understand how to listen carefully and why listening is important. <b>ELG:</b> Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	<b>Expressive Arts and Design</b> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Create collaboratively, sharing ideas, resources and skills. <b>ELG:</b> Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music. <b>ELG:</b> Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
* <u>Big band</u>	<b>P</b> <b>C</b> <b>DoM</b>	<b>Communication and Language</b> -Learn rhymes, poems and songs.	<b>Expressive Arts and Design</b> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. <b>ELG:</b> Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. <b>ELG:</b> Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

### Key Stage One

Key stage 1 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 1 - Year 1					
		* <u>Pulse and rhythm</u>	<u>Tempo (Snail and mouse)</u>	* <u>Timbre and rhythmic pattern</u>	* <u>Pitch and tempo</u>	<u>Vocal and body sounds</u>	* <u>Musical vocabulary</u>
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<b>P</b> <b>DoM</b>	✓	✓	✓	✓	✓	
Play tuned and untuned instruments musically	<b>P</b> <b>DoM</b>	✓	✓	✓	✓	✓	✓
Listen with concentration and understanding to a range of high-quality live and recorded music	<b>L</b> <b>DoM</b>	✓	✓	✓	✓	✓	✓
Experiment with, create, select and combine sounds using the inter-related dimensions of music	<b>C</b> <b>DoM</b>	✓	✓	✓	✓	✓	✓

Key stage 1 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 1 - Year 2					
		*Musical me	*West African call and response song	On this island: British songs and sounds	*Orchestral instruments	*Myths and legends	Dynamics, timbre, tempo and motifs
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<b>P</b> DoM	✓	✓	✓			
Play tuned and untuned instruments musically	<b>P</b> DoM	✓	✓	✓	✓	✓	✓
Listen with concentration and understanding to a range of high-quality live and recorded music	<b>L</b> DoM	✓	✓	✓	✓	✓	✓
Experiment with, create, select and combine sounds using the inter-related dimensions of music	<b>C</b> DoM	✓	✓	✓	✓	✓	✓

### Lower Key Stage Two:

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Lower key stage 2 - Year 3					
		*Ballads	Creating compositions in response to animation	*Developing singing technique and keeping in time	*Pentatonic melodies and composition	Jazz	*Traditional instruments and improvisation
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<b>P</b> DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	<b>C</b> DoM	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	<b>L</b> DoM	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	<b>P</b> <b>C</b> DoM			✓	✓	✓	✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<b>L</b> <b>HoM</b> DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	<b>HoM</b> DoM		✓			✓	✓

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Lower key stage 2 - Year 4					
		*Body and tuned percussion	Rock and roll	*Changes in pitch, dynamics and tempo	Haiku, music and performance	*Samba and carnival sounds and instruments	*Adapting and transposing motifs
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM		✓	✓			✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM		✓			✓	

### Upper Key Stage Two:

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Upper key stage 2 - Year 5					
		*Composition notation	*Blues	*South and West Africa	*Composition to represent the festival of colour	Looping and remixing	Musical theatre
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM	✓	✓	✓		✓	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM		✓	✓			✓

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Upper key stage 2 - Year 6					
		*Dynamics, pitch and texture	Songs of World War 2	Film music	*Theme and variations	*Baroque	*Composing and performing a leavers' song
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓		✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM		✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM		✓	✓	✓	✓	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM		✓		✓	✓	

### Instrumental

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 2 - Instrumental scheme					
		*South Africa	*Caribbean	South America	Indonesia	India	America
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM	✓	✓	✓	✓	✓	✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM	✓	✓	✓	✓	✓	✓

### Wider Opportunities and First Access

Wider Opportunities is a government initiative, designed to give all primary children the chance to play an instrument as an integral part of National Curriculum music lessons. It is part of the National Plan for Music Education (2011), in which it is referred to as First Access.

As the children progress through the school, they have the opportunity to explore numerous instruments. Here they have the chance to be creative and curious about music and explore the knowledge they have already gained from previous experiences. Through Wiltshire Music

Connect associates, all children have access to drum, guitar and piano lessons. The school has access to subsidies, which allows us to make the tuition accessible to all.

### Ukulele, Recorder and Djembe Whole Class Teaching

A ukulele, recorder and djembe course is available by the Charanga Music Programme and uses the same 'Steps' process. Although this can be found under the 'Instruments' section, a programme is also accessible in Charanga Music World for recorders and ukulele which can be accessed through the YUMU class login. It has an easy step-by-step activity and videos, allowing EYFS and Key Stage 1 children to have the opportunity to learn the Ukulele and Ocarina for one term every year and Key Stage 2 children have the opportunity to learn the Djembe and Recorder.

### Cross Curricular Links

The teaching of Music enhances other curriculum areas and we encourage staff to look for and build upon any opportunity to make links across the curriculum to broaden children's experiences within areas such as Literacy, Art and Design, R.E., History, Languages, Science, P.E., Dance, Drama and P.S.H.E. Outside performers and Musicians are brought in, or visited whenever possible to work with children and give them experience of living Music.

The school also celebrates 'Composer of the Term' where music is played from a selected composer before assembly gatherings and also at any opportune moment during the school day in order to allow children to explore the wide repertoire of classical music.

### Resources

Tuned and un-tuned percussion instruments are available in the Music Room and all year groups can access these to support delivering lessons and to encourage learning through play. Through the school music budget, the school is now equipped with enough instruments so there is one instrument per child in school. We also have a class set of Ocarinas, Recorders, Djembe and Ukuleles as part of our Wider Opportunities and First Access programme. To ensure everyone's Health and Safety, large instruments should only be moved with a trolley or collected and carried under supervision and no children should have access to the Music Room without adult supervision.

The Kapow music scheme is a resource which allows sequenced and progressive planning for music lessons. It has multiple resources to support the teaching of music. Additionally, it has CPD opportunities to help teachers build their own subject knowledge.

### Assessment and Recording

Assessment informs planning and it is good practice for staff to make assessments to monitor progress and influence their planning. Significant achievement or weakness may be noted and may serve as a basis for planning future challenges and form part of the annual report to parents. Feedback to pupils about their own progress in music aims to help children learn by being positive and constructive. Feedback is always given whilst a task is being carried out through discussion. Formative assessment is also used to guide the progress of individual pupils in Music. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in their learning.

Formative assessment is mostly carried out informally by teachers in the course of their teaching through small group discussions in the context of a practical task, specific tasks for individual pupils, and individual discussions in which children are encouraged to appraise their own work and progress through peer and self-assessment.

To monitor progression throughout the school, the music-lead will collect pupil/staff voice, digital photos and recordings and conduct curriculum walks with subject ambassadors. The music-lead will collect evidence that the above is taking place and store it for future reference.

### Our Impact

Music enables children to develop an understanding of culture and history, both in relation to individuality as well as ethnicities from across the world, where children are able to enjoy music in as many ways as they choose, including as a listener, creator or performer. We encourage children to discuss and share their own thoughts, opinions and ideas in a safe environment, knowing and understanding that their views may be different from others and that this is okay. We aim to provide children with an understanding of how to develop their skills further, should they go on to develop an interest within the music profession during their lifetime. The impact of achievement, self-confidence, interaction with and awareness of others as well as self-reflection are important building blocks in life and participating in the musical curriculum at Ludgershall Castle Primary School will aim to nurture and develop these further.

### Management and Responsibility

The delivery of the music Curriculum will be overseen by the subject leader whose main roles and responsibilities include:

- ☆ Contributing to any requirements of the school improvement plan which are linked to music
- ☆ Monitoring the delivery of music throughout the school and advising on any action or development needed
- ☆ Identifying appropriate training and publishing any CPD opportunities to staff
- ☆ Supporting colleagues in their planning, implementation and assessment of music
- ☆ Keeping up to date and being informed about any developments within the subject
- ☆ Creating and maintaining an up to date Subject Leaders Folder (electronically)
- ☆ Creating links within the cluster and wider community
- ☆ Promoting enthusiasm for the subject of music and to demonstrate good practice
- ☆ Supporting and guiding staff by encouraging the sharing of ideas, successes and achievements
- ☆ Keeping under review the written policy document for music and schemes of work
- ☆ Providing opportunities for musical experiences
- ☆ Collecting videos and photographic evidence from musical activities around the school
- ☆ Being aware of national and local developments in music through reading relevant materials and attending courses

### Policy Review and Evaluation

This policy has been reviewed and discussed by all staff and the Governing Body.