



# Waterloo Primary School

## Music Intent Statement

At Waterloo Primary School, we are committed to developing pupils' growth mind-sets and academic resilience, to enable them to access and fully engage with the progressive and connected curriculum we provide. Pupils revisit, apply and deepen their prior learning within and across subject areas, whilst maintaining each subject as an independent discipline, with its own unique set of skills.

Through purposeful community links, our pupils are encouraged to embrace diversity and to make positive contributions. By taking learning beyond the classroom, we aim for pupils to recognise, value and engage with the rich cultural heritage which surrounds them. We believe that British values are fundamental to cohesion and successful participation in society and we promote these values throughout our curriculum. Through music children can access and support the local area as well as adding to the cultural capital.

We recognise that our children represent our socially diverse community and consider it crucial for them to develop a strong vocabulary that enables them to express themselves confidently, both emotionally and academically. Key vocabulary is mapped across our curriculum; opportunities to revisit and embed learnt vocabulary are planned for. Key facts and vocabulary for units of work are shared with families in order to further consolidate learning.

Taught reading skills are embedded and applied across our curriculum. Provision of resources, along with supportive teaching, give children opportunities to access a wealth of relevant literature.

Questioning and tasks are skilfully planned to scaffold and extend, ensuring every child, whatever their starting point, can deepen their learning and any learning gaps can be narrowed.

## Music Policy

### Vision:

Music is a language that all children can understand and plays an important part in helping children feel involved in a community whilst developing style and preference as an individual. From an early age, children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry into school. Our school music curriculum aims to reflect and build on the scope that music plays in everyday life, as well as broaden children's experiences. Through the education of music, we strive to contribute towards the physical, social, emotional and intellectual development of all of our children. Above all, we aim to promote the enjoyment of music and provide a platform of possibility for when each child leaves year 6.

### Aims

Pupils will:

- 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 with cross curricular links where appropriate.
- 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.

## *Community links*

Music provides the school with the opportunity to develop and strengthen links with both the immediate and wider communities. The children have the opportunity to visit residential homes within the community at different times throughout the year, to perform songs and spread their joy and enthusiasm for singing. Throughout the year, children are also able to sing and give performances in the general community.

## Curriculum design:

The music curriculum has been designed to ensure that the curriculum aims are being met through efficient use of music lessons in our timetable, cross curricular links and exposure to a range of musical instruments. Music lessons are to be delivered each term (between 6 to 8 lessons), on top of any additional musical periods of the school calendar such as Christmas, class assemblies and end of year assemblies / services. Knowledge organisers will support learning as well as assessment tasks for each unit of work. Medium term plans have been set using lessons from Sefton EYFS / KS1/ KS2 schemes of work for rhythm, singing and compositions. In cohesion, Charanga is facilitated within our curriculum to ensure all children have the opportunity to learn a noted instrument. It also promotes listening to quality music, the development of appraisal skills and allows children to digitally compose a piece of music. Experiences such as those provided by the Royal Philharmonic Orchestra are also planned to enable children to get an insight into the orchestra and promote enthusiasm and curiosity. Children's experiences of music at Waterloo Primary School will be broad and their knowledge and skills will be built on with an awareness and understanding of the model music curriculum.

## In Foundation Stage:

**Early Years: EYFS Sefton Scheme of work** supplemented by: *First Steps into Music* (Vocal) Early Years Units (supplement with Charanga Reception Units); Charanga Classical Unit - *Reflect, Rewind and Replay* Reception

## In Key Stage 1:

### Year 1

Autumn (4) Sefton : Class bands

Spring (6) Sefton : Toys

Summer (6) Sefton : Weather Perform composition in assembly

### Year 2

Autumn (4) Sefton: Pets

Spring (6) Philharmonic Orchestra KS1 Lessons

Summer (6) Charanga: Blown Away Book 1 – Perform Disco Razzamatazz in assembly.

## In Key Stage 2:

### Year 3

Autumn (4) Sefton KS2 (3/4): The world around us

Spring (6) Sefton: Movement

Summer (6) Charanga: Blown Away Book 2

### Year 4

Autumn (4) Charanga Stop! (Bullying) Possible performance in assembly

Spring (6) Charanga Glockenspiel 1

Summer (6) Sefton: Transformations - Play compositions in assembly

### Year 5

Autumn (4) Charanga: Blackbird! (Beatles)

Spring (6) Charanga Classroom Jazz 1 – use recorders

Summer (6) Charanga Glockenspiel 2 - Play composition/piece rehearsed well in assembly

## Year 6

Autumn (4) Sefton KS2 Africa

Spring (6) Charanga Classroom Jazz 2 – Use glockenspiels

Summer (6) Leavers Service Preparation – write and perform in assembly

Due to progressing our music curriculum, these units may change and be updated.

### *Performing Skills*

Children will be taught how to engage their voices and sing within a wide variety of songs and to use them expressively. They will have the opportunity to play tuned and un-tuned instruments with increasing control, and should rehearse and perform with others, with an awareness of audience.

### *Composing Skills*

Children will create musical patterns and will be shown how to explore, select, organise and improvise musical ideas, recording these in a variety of ways. Children will learn to compose using notation from year two, where children will build the foundation of their understanding using graphic notation. This will progress throughout key stage two throughout the use of dot notation, stick notation and staff notation. In line with the school's growing curriculum, there will be opportunities for all KS2 children to engage in digital composition using YuStudio.

### *Appraising Skills*

Children will be given the opportunity to explore and explain their own ideas and feelings about music. They will analyse and compare sounds using relevant musical vocabulary that will be built on throughout each year. They will also become confident at suggesting improvements for their own work and the work of others and use this to enhance their performing and composing skills.

### *Listening and applying knowledge and understanding*

Children should be able to listen, internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements: pitch, duration, dynamics, tempo, timbre, texture, silence and form. Children will be able to use the eight musical instruments to compose and appraise music with increasing confidence. They will learn how context influences the way music is created, performed and heard, and is described through staff notations. This foundation will not only allow children to progress their musical knowledge, skills and independence throughout primary school, but will enable them to continue their learning outside of school should this be something they wish to pursue.

## Equal Opportunities and adaptive teaching:

All pupils will have an equal opportunity to reach their full potential across the music curriculum regardless of their race, gender, cultural background or needs. The music curriculum will incorporate a diverse mix of musical genres and supports the appreciation of other cultures. The teaching of music will be inclusive to all children and all will have the opportunity to enjoy a variety of musical activities. Children will be supported through scaffolding, aids such as ear defenders and peer support where needed as well as extended learning for the more able.

Adaptive teaching means lessons and tasks are appropriate for all pupils and they can access and be successful in their learning. All children receive high quality teaching and reasonable adjustments are made to resources and approaches.

In music, this may take the form of:

- Breaking down content into smaller chunks/steps
- Scaffolding and modelling, using a 'thinking out loud' technique
- Pre-teaching and pre-reading about a musician/skill
- Varying levels of support
- Removing unnecessary expositions (unnecessary language)
- Alternative methods of recording

- Adapted physical resources where adjustments can be made (grips, stands etc)
- Reframing questions
- Intervening appropriately
- Flexible groupings
- Making connections to previous learning and supporting children to remember more through various strategies through quizzes, mind maps
- Adapting thinking time to process information
- Use of visuals such as task planners, pictures and diagrams
- Extending tasks with more choice, freedom to select resources and open ended challenges

Seeking to understand pupils' differences, including their differing prior knowledge and experience and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way is likely to increase pupil success.

Where, despite adaptive teaching approaches, a pupil is working significantly below age related expectations, they may require a more bespoke and personalised curriculum in order to achieve success

#### Learning Environment:

Children should be a part of a positive and inclusive learning environment where they feel confident enough to express themselves through performance and appraisal. Quality music linked to composers in history should be played in the classroom and in assemblies when appropriate and where suitable or required, musical instruments will be used within a music lesson. Evidence of music being taught and practiced should be evident throughout the school through the use of displays and children voice. Musical vocabulary should be displayed within the classroom as well as the notation progression for children to see and use in lessons.

#### Assessment and Tracking:

Assessment will be completed by teachers through observing children working and performing, listening to their responses and by examining work produced. At the end of each unit or term, children will be given an assessment task to assist with the formative assessments teachers have made throughout the unit. Verbal feedback will be used within lessons to address misconceptions and help children increase their understanding and skills immediately. The recording of performances and compositions will be used to aide both teacher assessment and peer assessment, as well as self-reflection. Target Tracker will be used to help track pupils progress with statements and spots being updated on a half termly basis. Evidence of formative and summative assessments may be demonstrated through learning in books, teacher observation during lessons and performance, picture evidence with comments, voice recordings and video recordings.

#### Monitoring and Evaluating:

The Music subject leader will be given leadership time which they will use to help monitor and improve their subject. This time could be used to visit lessons, to go on learning walks around the school, to obtain pupil voice interviews as well as teacher interviews. Time could also be used to share planning / skills when teaching music. The Music leader will support all teachers with their CPD and offer guidance if/when needed.

This policy is open to regular review, based on present practice and consultation with members of staff. Policy written by: Charlotte Peters (subject leader) Date: 24/04/24

Review Date: April 2026