

St. Peter's CE Primary, Farnworth



Curriculum Policy

Music

Written: May 2023 **Subject leaders:** F Porteous

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What is our vision?

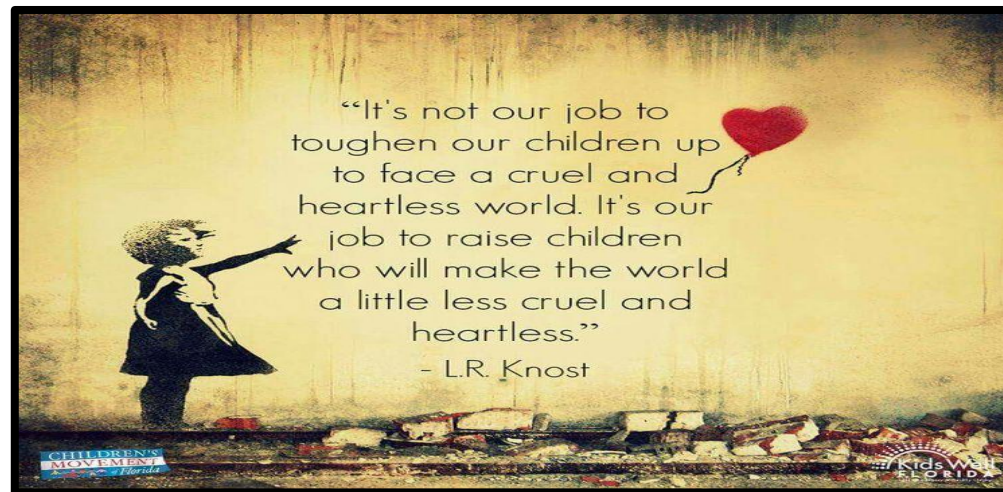
As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.

Our vision is to develop our children to enable them to create the future they aspire for themselves.

Our children will contribute to and prosper in society.

Our school purpose is to signal a route to a life that many don't think possible! Our overall aim is to maximise social mobility!



How will our vision be achieved?

We believe our vision will be achieved if we provide our children with an environment, underpinned by British and Christian values, in which they can

“Learn, Sparkle & Shine...”

We **aim** to effect the environment to which the children are exposed, to maximise pupils' opportunity to

“Learn, Sparkle & Shine...”

St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,

It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humour, hurt or heal.

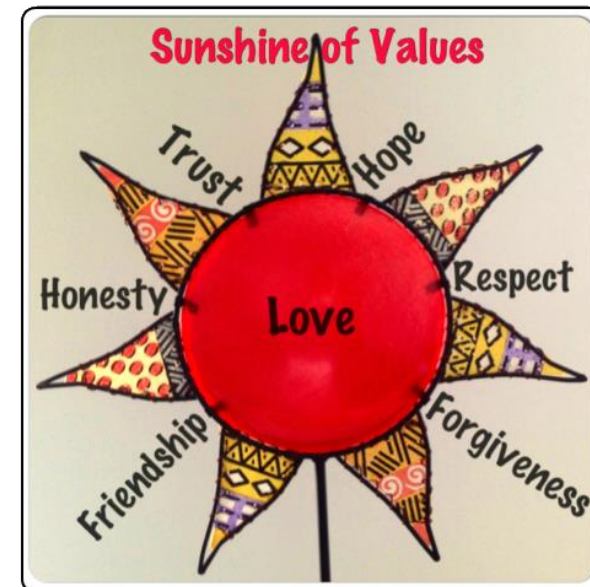
In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and

A child humanised or de-humanised.

Dr Haim Ginott

We **aim** to ensure our environment is underpinned by Christian and British Values; to maximise pupils' opportunity to

“Learn, Sparkle & Shine...”



Our aim Our children will....	Our beliefs and values. Why?	Our strategy What will we do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills.	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth mindset approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together.	We believe that by using Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Statement of intent.

The curriculum, in its widest sense, firmly underpins the schools mission statement and school motto of **“Learn, sparkle & shine...”**.

Every pupil has access to a rich, broad and balanced curriculum.

We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons
- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & relationship education are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

The governors have agreed a policy for relationship education which is available for consultation on our website.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Though the Deputy Head teacher takes overall responsibility for the curriculum, subject leaders monitor & evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Reference needs also to be made to the:

- Teaching & learning Policy
- Equal Opportunities Policy
- Policies for Spiritual, Moral, Social & Cultural development
- SEN Policy
- RSH Education Policy
- Curriculum Subject Policies.
- PSHE policy
- Arts curriculum policy

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out above.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & shine...”**



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
• Have high expectations for all groups of children • Have strong subject knowledge • Promote independence • Promote confidence • Offer praise and encouragement • Are enthusiastic and positive about learning • Model good learning • Offer high quality conversation and talk	• Have a distinct knowledge base • Are purposeful • Are memorable • Are active • Are engaging • Are focussed • See children and teachers working as a learning team	• Develop basic skills • Meet children's individual learning needs • Broaden and extend experiences • Offer an opportunity to try new things • Are cross curricular if appropriate • Offer first hand experiences through trips or visitors

Learning sequence

Connect to prior learning

Review prior learning – 'Can we still'
Ask students to explain their learning
Check student's responses
Provide systematic feedback
WALT/WILF/Hook

Introduce new learning

Present limited, new material in small steps.
Think aloud and model
'I, we, you'
Give clear and detailed instruction
Ask a large number of questions
Provide active practice
Provide models of worked problems

Feedback

Ask a large number of questions and check understanding
Ask students to explain their learning
Check responses of all students
Provide systematic feedback
Use more time to provide explanations
Reteach material as necessary

Apply and extend new learning

Provide a high level of active practice
Guide students as they practice
Ask students to explain their learning
Use more time to provide explanation
Provide many examples
Reteach as necessary
Monitor students work

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

I do, we do, you do!

METACOGNITION The seven-step model



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



8 Provide scaffolds for difficult tasks



4 Provide models

STAGES OF PRACTICE

7 Obtain a high success rate

5 Guide student practice



9 Independent practice



QUESTIONING

3 Ask questions



6 Check for student understanding



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Curriculum design

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. Music is a practical subject made up of Composing, Performing, Listening and Appraising activities. Musical experiences of varied kinds develop sensitivity and self-esteem, as well as contribute to the cultural, spiritual, social, intellectual and emotional development of the children.

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 notation.

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

The long term plan for the Music objectives in the 2014 National Curriculum are completed across the year. Planning is generated linked to schemes of work from both Charanga and other providers. Teachers then create planning notes, which are recorded on a half termly sheet every week. This details the activities that the children have completed, areas of learning covered and any progression steps for future lessons. Staff are also asked to look at what cross-curricular opportunities take place each half term and check for coverage of all areas of the curriculum over the course of the year. Planning indicates appropriate progression to ensure pupils receive a balanced Music curriculum.

Curriculum coverage and progression of skills

The curriculum is taken from the 2014 National Curriculum. All staff follow this guidance for their teaching and planning. Subject leaders complete a termly curriculum coverage tracker that identifies which objectives were taught when and how often they were taught across each Key stage.

Our yearly curriculum overview map details the yearly topics (skills covered and learning outcomes).

Planned activities in Music show progression, so pupils can build upon 'key skills' from prior learning. This is supported using the Music Knowledge Organisers for each year group as there is a clear progression in the key vocabulary and knowledge that the children need.

Rationale behind chosen content and timings

The content of the Music curriculum is set by the 2014 National Curriculum and the objectives contained within the programmes of study. As a school, we use these to define our teaching and stay within the objectives for each year group providing depth and breadth of experience before moving forwards. We ensure that children are given opportunities to not only develop their musical understanding and skills, but also to develop communication skills and confidence when working with others and performing.

At St Peter's we use a range of learning opportunities to ensure the children are given a wide variety of musical experiences. This includes using the Charanga scheme of work and external providers. By combining these different resources, children are given opportunities to play a range of instruments and listen to a wide range of musical styles. Children are given opportunities to work towards performances regularly and evaluate their own learning to develop metacognition and ownership of learning.

Music lessons are timetabled weekly. In KS1 this is solely using the Charanga scheme of work. In KS2, the long term plan for music ensures children have access to a wide range of musical opportunities.

Evidence of children's work:

- Performances throughout the year (timetabled on the curriculum overview)
- Recordings on the blog
- PicCollages of learning that has taken place

Teaching and learning within Music at St Peters

For Music teaching to develop learning successfully, a whole school approach is required. The approach followed is firmly grounded in the National Curriculum 2014.

This is based on the following key principles:

- Weekly Music lessons
- Direct teaching following Barak Rosenshine's principles as explained in the teaching and learning model above
- Use of I do, we do, you do as a teaching and learning model

- Opportunities for children to explore and experiment with different sounds and the inter-related dimensions of music.

Teachers complete a warm up/recall session at the start of music lessons using the Music Knowledge Organiser. Teachers focus on one element on music to recap this learning using practical examples and discussions.

A discreet music lesson is then taught, following the scheme of work provided, with steps usually beginning with listening and appraising, then working towards singing and playing instruments. At the end of each topic children perform or compose to show the learning that has taken place over the course of the half term.

Teachers are aware of the importance of having good subject knowledge. They are encouraged to seek support from their colleagues if they are unsure about the teaching strategies for particular skills or concepts.

Children are also given opportunities to take part in a wide range of extra-curricular learning activities linked to music including:

- Opportunities available to sing in the school choir. Choir practices take place during assemblies and lunch times so that all children have the opportunity to attend.
- Pupils are invited to participate in musical projects outside of school including Music Festivals, Choir events in the community and brass band.
- Instrumental opportunities are also available through brass peripatetic support.
- Musical Proms performances once a term to celebrate the learning and experiences of all children.
- Music plays a key part in class assemblies and performances.
- Each half term children are introduced to a new composer. We listen to a different piece of music every week. This is displayed on a powerpoint as the children come into assembly and played in classrooms through the week. We talk to the children about the composer and the music.

Music in EYFS

Music in EYFS is planned and taught through Charanga scheme of work. Children take part in a discreet Music lesson each week learning songs and nursery rhymes, as well as exploring with instruments.

We encourage creativity in reception class as part of the EYFS Curriculum. Pupils' creative development is linked to the objectives set out in the Early Years age bands and the Early Learning Goals. There are 2 areas of learning within Expressive Arts in the Early Learning Goals:

Creating with materials & Being expressive and imaginative.

Pupils engage in a wide range of activities and have the opportunity to develop their creativity through our large art area, music area and stage, dance, role play and imaginative play which are available through indoor and outdoor provision.

Use of knowledge organisers

Each year group has a knowledge organiser that details the key vocabulary and factual information that is to be learnt by children by the end of each year. Knowledge organisers are used to share the expectations and key skills with the children and can be used as prompts to support children when critically discussing pieces of music.

Assessment

At the end of each topic, the teacher makes a judgement about the pupil's work linked to the national curriculum statements. Assessment will be made through observation of and talking to the pupils. Records will be kept in the music folder by the class teacher to show what each child has achieved and plans for progression will be suggested for emerging, expected and exceeding.

Teacher's judge if the pupil is:

Working securely within their age related expectations – Expected

Working below their age related expectations – Emerging

Working beyond with their age related expectations – Exceeding

Parents are kept informed of their pupil's progress through annual school reports.

At the end of each performance or composition, children are encouraged to reflect on their learning and the performance. Through modelling strategies with the teacher, children are then able to consider positive points of their performances and also areas that they could improve.

Organisation of resources

All teachers have access to Charanga so that they are able to use the lesson plans and resources as needed. We also have a school set of glockenspiels which can be used for glockenspiel lessons or for composition.

In KS1 and KS2 there is a box with a range of instruments so that they are easily accessible. We also have a selection of music stands and brass instruments.

External providers also bring instruments when teaching lessons so that children are provided with varied opportunities to access a wide range of instruments.

School Partnerships

At St. Peter's children are given various opportunities to work with different external providers including through music lessons and the Music Festival.

St Peter's has two specialist music teachers, one in KS1 and the other in KS2, who are always available to support staff as necessary with the music provision.

Community CPD

St. Peter's offer 'school to school' support. This allows classes/class teachers/co-ordinators to visit to develop Music skills or professional development. This is delivered by Miss Porteous, the Subject Leader for Music.

Use of ICT

We recognise that the use of IT can vastly enhance the teaching of Music and there are many worthwhile apps and programs that staff use with the children. Children use the iPads to compose and improvise with different sounds. Children regularly listen and watch musical performances using ICT so they can experience a wide range of musical genres. Charanga is an interactive programme on the computer which is used to deliver music lessons.

Role of the subject leader ([link to subject leadership policy](#))

- Work with the class teacher to offer support on the planning of the curriculum ensuring that staff are aware and involved in the development of their children.

- Organise resources and making them accessible to class teachers, encouraging staff to use the resources in cross-curricular links and activities.
- Liaise with other subject leaders to develop links between and across subjects.
- Arrange for specialist opportunities as needed such as extra-curricular clubs.
- Devise a system of record-keeping, monitoring the opportunities of children during practical sessions, whenever possible.
- Identify areas for assessment and recording in various ways the work children produce.
- To attend courses/conferences to learn about new innovations in music across KS1 and KS2.
- To encourage parental support in home practice/learning.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be NQTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, ECT 's will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to ECT's if there are areas that the ECT would like to discuss.

Cross curricular links

We do, wherever feasible, make clear links to other subject areas. We do this is because we know that making clear and explicit links helps children to learn. You will see through our planning where links are made.

- Maths – Times tables songs, songs to support recall of maths facts
- Literacy – Background music when writing, rhythm in poetry, musical instruments for sound effects, songs to support recall
- History – Youtube songs, instruments used in the past
- Geography – Songs from different regions and countries, songs to support recall
- Science – investigating sound in certain year groups, songs to support recall
- Art/DT – Music in the background when painting/drawing
- ICT – Purple mash to compose, recording on the ipad
- RE – Hymns/songs linked to the bible or Christian festivals
- MFL – French songs
- PE – Dance lessons, yoga, mindfulness, instruments for travelling to the beat