



St Nicholas^{CE}
First School

Music

Subject Policy and Expectations

(For Staff, Local Academy Board and Families)

Mr R Gough

Policy Reviewed by Subject Leader: ✓

Policy Reviewed and Approved by LAB: ✓

Next Policy Review Date: ✓

Care

Respect

Trust

Thankfulness

Challenge

Our School, Our St Nicholas Curriculum

Our school's curriculum is its backbone; it communicates, develops, and enhances community-wide culture, morals, values and aims, that contributes to children leaving our school as well-rounded members of society. It permeates every aspect of school life and demonstrates to the wider community our school's commitment to shaping future generations and the world's future leaders, whilst providing a clear structure and purpose for learning about and understanding the diverse world around them.

Our School Vision

Walking in the footsteps of Jesus with Care, Respect, Trust, Thankfulness and Challenge

Our Values

Care: Clothe yourself with compassion, kindness, humility, gentleness and patience. *Colossians 3:12*

Respect: Do to others as you would have them do to you. *Matthew 7:12*

Trust: My God is my strength in whom I trust. *Psalms 18:2*

Thankfulness: Always be thankful. *1 Thessalonians 5:16*

Challenge: I can do all things through Him who strengthens me. *Phillipians 4:13*

Our Curriculum Vision

Rooted in our Church ethos, we aim to deliver on our children's future through a curriculum that offers vibrant, diverse and creative experiences and opportunities. In turn, children leave St Nicholas prepared and equipped with the lifelong knowledge, skills and concepts to play an active role as a safe, happy and productive member of our global community.

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Our Curriculum Aims and Culture

A Head, Heart, Hands, Health approach to learning and personal development

Head



Preparing our children with knowledge and skills for lifelong learning, that contributes to their understanding of the wider diverse world, so they become well-rounded members of society.

Hands



Developing hands-on skills and knowledge, to enable our children to be resilient and creative learners, who take risks and explore ideas in different ways.

Heart



Promoting our children's love for learning, exploring how it links to everyday life, whilst having the pride and desire to undertake challenges, in order to be the best they can be, through following Jesus as a role model.

Health



Equipping our children to recognise how they can help to keep themselves spiritually, mentally and physically happy, healthy and safe by making the right, positive choices.

Curriculum Principles

Our curriculum is **Balanced...** it allows our pupils to acquire and develop a carefully planned, well-rounded and informed set of knowledge and skills, to prepare them for the next phase of their education. This means complete equity for every child, in every year group and in every subject across the curriculum.

Our curriculum is **Progressive...** it activates and builds on what our children already know and aims to sequentially develop ideas and concepts clearly over time, in order that children develop a robust overview of the 'bigger picture', and ultimately apply and explore their learning from different open-ended dimensions.

Our curriculum is **Quality...** significant thought and consideration is invested into the planning, delivery, resourcing and facilitation of the provision by our staff to ensure that it drives what we strive to achieve for our children. High quality provision that is rooted in evidence-informed practice is the linchpin to driving our standards forward.

Our curriculum is **Accessible...** whereby all pupils regardless of background or disposition are given the tools to achieve their very best, whether this be through scaffolding and support strategies, or through stretch and challenge. All children are given the opportunity to experience success and more through an informed and responsive approach to teaching and learning.

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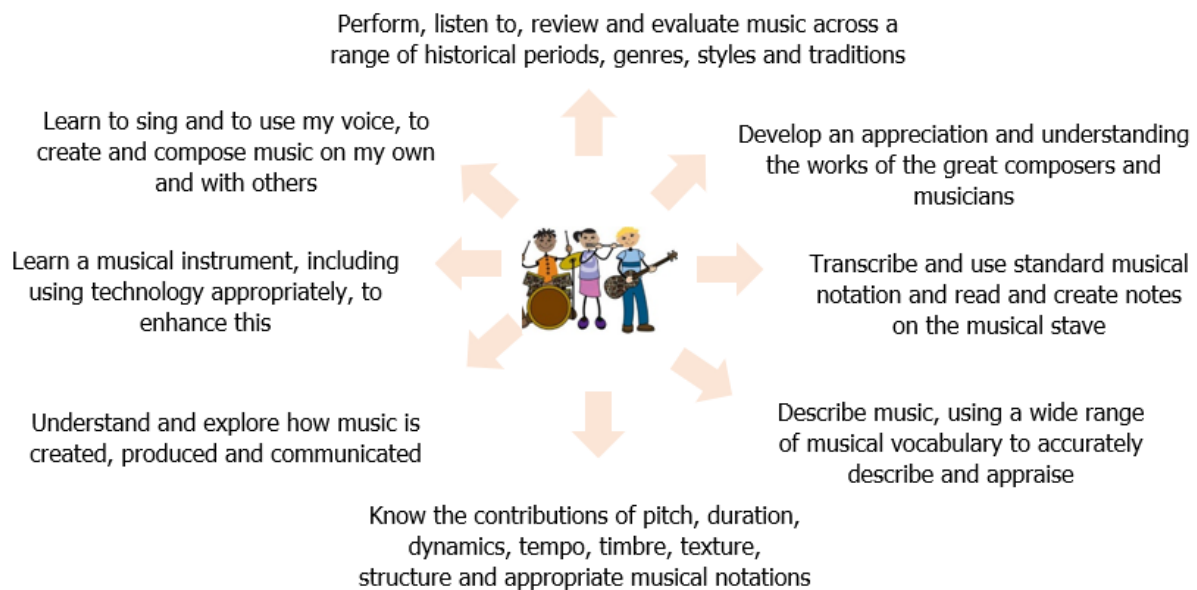
Our Aims and Aspirations for Music

Why is Music important for our learners at St Nicholas?

Music is a universal language that allows the children of St Nicholas CE First School to express themselves as composers, performers, improvisers and communicators. We aim to inspire a love of music that not only develops a subject-specific skill set that exploring the interrelated dimensions offers, but also challenges children to consider their understanding of history, art, technology and culture; thus, reinforcing our global and local themes as a wider community. Our curriculum endeavours to expose pupils to the works of great musicians and composers (historical and current), and to develop an appreciation of quality listening and appraising. We are passionate that music belongs to every pupil of every ability. Our musical opportunities – whether it be curriculum time, instrumental lessons, whole-school singing or extra-curricular activities – nurture pupils' talent and creativity, but most importantly, teaches our children to use their voices, take part and celebrate their unique gifts.

What are our aims and aspirations for the St Nicholas Musician?

By the time our children leave St Nicholas CE First School, we aim for them to:



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Curriculum Design in Music

You can view our separate 'Subject Overview' for Music, which will provide a comprehensive and detailed outline of what our children learn, how they learn it, and our expectations for progress and achievement.

Structure

We have a very clear plan for children's learning progression, which helps them to build on prior learning, supported using a scheme (Charanga), which entails characteristics of the [Model Music Curriculum](#) for KS1 and KS2 (Department for Education, 2021). These are built and centred around the National Curriculum for Music [which can be found here](#).

This scheme was selected because it offers a well-rounded, interactive and progressive pathway to support exploring, acquiring and applying key knowledge and skills for the different dimensions of Music. The subject is taught in units of learning, where the knowledge and skills being learnt are closely related and sequenced so that they are continually built on over time; this will include a consistent focus during the unit on a type of genre and/or song and/or musician. In our Music curriculum at St Nicholas, a unit of learning will each be one half-term (consisting of at least 6 discrete lessons) so that there are ample opportunities for the acquisition and application of learning over time; each unit of learning will be focused around a key question related to children's understanding of the world, such as for example, 'How Does Music Help Us Get To Know Our Community?', which reflects the diverse impact music can have on children's lives. Focusing units of learning around these key questions also provides enrichment opportunities by helping to highlight and create connections across the curriculum.

Through these units of learning, children will explore and discover the following styles of music throughout their time at St Nicholas CE First School: Pop, Romantic, Orchestral, Disco, Funk, New Orleans, Film, Sea Shanty, Ballad, Gospel, Hymn, Musical, Country, Baroque, Rock, Rock and Roll, Traditional Native American, Hip-Hop, Classical, Soul Ballard, 20th and 21st Century Orchestral, Calypso, R&B, and Reggae.

Every child will be entitled to a minimum of 3 hours of music teaching and learning every half-term, with opportunities to develop the following knowledge and skills:



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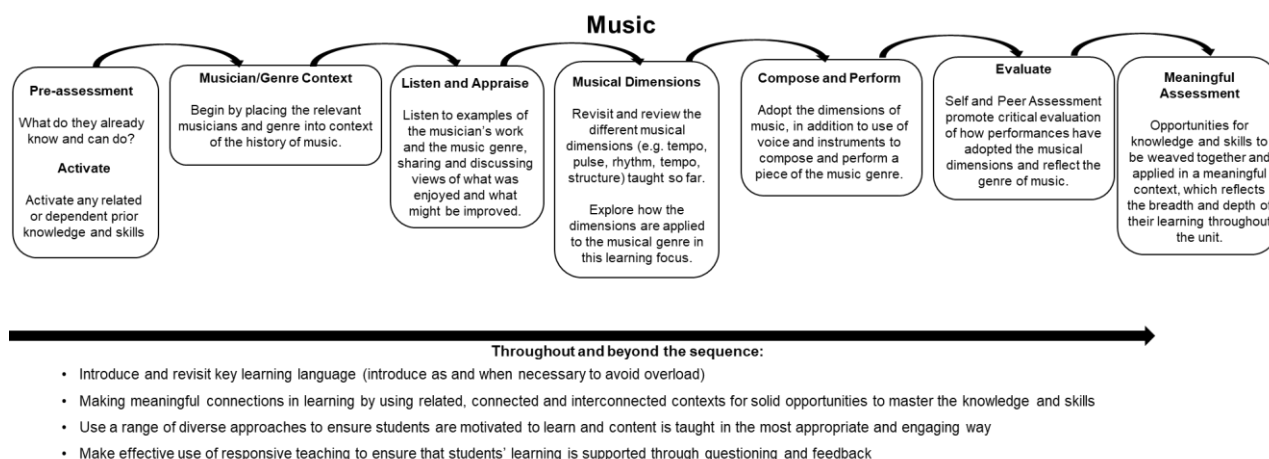
Music Whole-School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Connecting Across the Curriculum
Reception	Super Duper Me What sounds can I make with my body? Can we make happy/loud/quiet sounds with our bodies?	Snap, Crackle and Pop What sounds can I hear at celebrations/parties? Are these loud or quiet sounds? Do I like the sounds? Singing at celebrations/parties - how does that make us feel?	Once Upon a Time Introducing percussion instruments. Using percussion to explore feelings of characters in stories. Making music outside using a range of equipment.	Earth and Beyond Move our bodies to different music. Listen attentively, move to and talk about music, expressing their feelings and responses.	Into the Wild What sounds do we hear from nature? Birds/leaves etc. Make our own instruments to create natural sounds.	Under the Sea Ocean songs and rhymes – children to learn songs to perform. 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.	- Counting - Days of the week - Parts of the body - Counting backwards from 10 - Animals from around the world - Insects - Our planets - PSHE - Stories - Shapes
Year 1	How Do We Make Friends When We Sing Together? (Hip-Hop, Jazz, Pop, Gospel)	How Does Music Tell Us Stories About The Past? (Reggae, 20 th and 21 st Century)	How Does Music Make The World A Better Place? (Pop, Waltz, Reggae, Funk, Lullaby)	How Does Music Help Us To Understand Our Neighbours? (Swing, Pop, Waltz, Lullaby)	What Songs Can We Sing To Help Us Through The Day? (Pop, Swing, Lullaby)	How Does Music Teach Us About Looking After Our Planet? (Pop, 20 th and 21 st Century Orchestral, Marching Band,	- Counting - Days of the week - Parts of the body - Counting backwards from 10 - Animals from around the world - Insects

		Orchestral, Pop, Gospel)				Country, Reggae, Gospel)	- Our planets - PSHE - Stories - Shapes
Year 2	How Does Music Help Us to Make Friends? (Gospel, 20 th Century Orchestral, Jazz, Rock, Pop)	How Does Music Teach Us About The Past? (Jazz, Choral, Pop, Swing/Popular, 20 th and 21 st Century Orchestral)	How Does Music Make The World A Better Place? (Ragtime, South African, Rock and Roll, Pop)	How Does Music Teach Us About Our Neighbourhood? (Pop, Romantic and 20 th Century Orchestral, Marching Band, Swing, Gospel)	How Does Music Make Us Happy? (Rock, Film, Jazz, Popular, Calypso)	How Does Music Teach Us About Looking After Our Planet? (Pop, Rock, Calypso, Funk, Reggae)	- The importance of communication - Working and playing together - Stories - Caring about other people - Music from different parts of the world - Playing in a band together - Nature: the sun - Identity and accepting one another
Year 3	How Does Music Bring Us Closer Together? (Pop, Romantic and Orchestral, Pop)	What Stories Does Music Tell Us About The Past? (Disco, Funk, New Orleans, Film, Sea Shanty)	How Does Music Help to Make The World A Better Place? (Pop, Disco, Ballad, Hymn, Musical)	How Does Music Help Us Get To Know Our Community? (Country, Baroque, Rock, Traditional Native American, Gospel)	How Does Music Make A Difference To Us Every Day? (Gospel, Opera, Jazz, 20 th Century Orchestral, Hip-Hop)	How Does Music Connect Us With Our Planet? (Gospel, Classical, Pop, 20 th Century Orchestral, Hip-Hop)	- Your place in your family - Making friends and understanding each other - Using your imagination - Life in different countries - The way people lived

							- Families - Nature, the environment - Connections with the past
Year 4	How Does Music Bring Us Together? (Disco, Musical, Soul Ballad, Orchestral, R&B)	How Does Music Connect Us With Our Past? (Pop, Folk, Jazz)	How Does Music Make the World a Better Place? (20 th and 21 st Century Orchestral, Reggae, Folk, Bhangra)	How Does Music Teach Us About Our Community? (R&B, Classical, Jazz, Orchestral, Rock)	How Does Music Shape Our Way of Life? (Dance, Orchestral, Choral, Gospel, Romantic, 20 th and 21 st Century Orchestral)	How Does Music Connect Us With The Environment? (Gospel, Choral, Funk, Calypso, Electronic Dance Music)	- Friends and people we meet - How people and children used to live - Connecting with the past - Music from different cultures - Music and dancing - Music and freedom

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Curriculum Provision in Music

Effective Teaching and Learning

Teaching and learning in Music is highly interactive and supports all children to adopt an active role in their learning journey, through whole-class, small group, paired, and independent activities. Learning about the same musical concept through different musical activities enables more secure, deeper learning and mastery of musical skills. Musical teaching and learning are not neat or linear. The strands of musical learning form part of a learning spiral, where over time, children can both develop new musical skills and concepts, and revisit established musical skills and concepts, leading to a deeper understanding of musical skills and concepts – a mastery approach.

Although we adopt a mastery approach to teaching and learning, it is important that subject leaders and teaching staff work collaboratively to make adaptations to match the support and challenge requirements of all children, such as those with Special Educational Needs and/or Disabilities, and/or those who are at a more advanced level of knowledge, understanding and skill. The structure of lessons will vary based on whether it will be focused towards exploring musical genre contexts; learning to play an instrument or listening and appraising. However, every child will have the following opportunities built into their provision:

Revisit and Review through Retrieval Practice: Revising prior learning to ensure that 'knowledge and skills have stuck' and to provide a clear context and rationale for new learning.

Listening: Learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener.

Singing: With good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing in harmony and with musical delivery

Composing: A creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. Pupils will develop the craft of

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creating melodies and fashioning these into short pieces, including the reading and writing of notation. This involves 'speaking the language of music' and moving towards a stage of identifying how key notes and beats can be written on a staff to build an effective piece of music.

Performing/Instrumental Performance: Celebrate, share and experience music of all kinds; developing a sense of confidence and ownership; engaging with an audience; respecting fellow performers and acknowledging applause, and aiming for a clear beginning, middle and end for any performance activity.

Explore and experiment with the following elements of Music:

- Pulse – The regular heartbeat of the music; its steady beat.
- Rhythm – Long and short sounds or patterns that happen over the pulse.
- Pitch – High and low sounds.
- Tempo – The speed of the music; fast or slow or in-between.
- Dynamics – How loud or quiet the music is.
- Timbre – All instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – Layers of sound working together make music very interesting to listen to.
- Structure – Every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – The link between sound and symbol.

Responsive Teaching and Learning

As a school that is responsive to the needs of our children, we set high expectations for all to ensure they have the best possible opportunity to achieve their very best. To support us in achieving our ambition, we recognise that we need to 'Scaffold and Support', and 'Stretch and Challenge'.

Scaffold and Support is our approach to planning and implementing provision that gives every pupil the very best chance to secure the learning intentions; this can be through a range of support strategies such as additional modelling, questioning and resources to scaffold pupils' thinking and learning, to build further children's self-efficacy.

Stretch and Challenge involves strategies that aim to deepen learning and thinking, where critical evaluation and thinking play a key role in pupils seeing their learning from different dimensions.

Scaffold and Support in Music	Stretch and Challenge in Music
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• Systematically subtracting portions of a melody to provide the structure and scaffolding needed to improve aural musical development. • Use of visual symbols to represent different musical dimensions and when they change during a piece of music • Break down the reading and writing of notation into small chunks, including using 'friendly symbols' to make their meaning clear. For example, using claps to represent the beat of quavers. • Provide access to adapted instruments or digital devices to overcome difficulties with mobility or manipulative skills	• Lead parts of a performance using vocals and/or instrument(s). • Make links between a piece of music to those listened to previously • Read music from a stave. • Use extensive musical vocabulary when evaluating own and others; work. • Take a lead role when composing in a group. E.g. conducting • Sing more complex melodies
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Whilst the class teacher takes a central role in facilitating learning, there are many opportunities for children to promote, acquire and apply our St Nicholas Skills for Lifelong Learning:

A St Nicholas learner will always apply their lifelong learning skills:



Eager

I see, I think, I wonder...

I plan and think through my learning.

I think of new and creative ideas.

I dive deeper into my learning.

I apply my learning to real life.



Resilient

I set goals to challenge myself.

I break my learning and task into chunks.

I find tools to help me with my learning.

I keep going and never give up.

I use mistakes to help me learn.



Reflective

I use what I already know to help me.

I think about how I am getting on.

I listen and respond to feedback.

I am proud of what I can do.

I see where to go next.



Collaborative

I listen to others.

I explain things to others.

I talk about my learning.

I am honest and trustworthy.

I work as part of a team.

Giving Feedback to Learners

Feedback for Learners

We expect children to apply their skills for lifelong learning and take an active, reflective and committed approach to learning. Verbal feedback is the main channel for providing feedback to our children about their learning because it supports 'real-time' impact and therefore supports constructive and meaningful discussions about what is going well and where to go next. Feedback for learners is provided by the teacher as the key learning facilitator, but peers

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also provide feedback to each other. This means that children become 'Critical Friends' and can evaluate how well others are achieving the learning intentions, which also supports their own self-evaluation of learning. Whenever feedback is given, it is sharply focused around the learning intention and acts as a constructive platform for reflection – questions play a key role in our feedback model in encouraging our children to reflect and refine.

The Role of Assessment

It is important that children take a more central role in assessment and feedback through self and peer assessment, where the expectation is that they will take responsibility for recognising their achievements and how they can move forward. This will be underpinned by evaluating their own and others' performances; sharing their opinions about music; knowledge of the history of music; knowledge of genres, composers and performers; evaluating their skill in playing instruments, and identifying, evaluating and using the different dimensions of music. When assessing children's proficiency with playing instruments, teachers will focus on how children are able to read notation, find and adapt the key notes to play on the instrument and the extent to which this is in tune, including their handling of instruments. For singing, teachers will assess how well children are able to sing in tune, whilst being able to adapt their use of tone, voice and expression to reflect the mood of a song. This builds on our focus of children's appreciation and engagement with different musical styles through assessing their ability to evaluate the impact of music.

Enrichment and Engagement (Promote Diversity, Equality and Intercultural Understanding)

The subject of Music enables personal expression, reflection and emotional development, in addition to being an integral part of culture, past and present, helping pupils understand themselves and relate to others, forging important links between the home, school and the wider world. Therefore, it is important we take every opportunity to promote music as a way of children entertaining or understanding themselves and making sense of the world around them, in addition to developing aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas.

In addition to discrete Music lessons, children's learning enrichment is cultivated in the following ways:

Out-of-School Peripatetic Music Lessons: Children can learn to play new and different instruments with a highly qualified 'expert'.

External Expertise: Staff brought into school to deliver high-quality Music sessions to support pupils with learning an instrument, including loaning the instrument for the duration of the sessions, which typically will last the academic year.

Learning Together Workshops: Opportunity for parents/carers to engage in learning alongside their children.

St Nicholas Choir/Band: A group of musical enthusiasts across the school that will learn, practise, and perform a range of pieces to a wider audience as part of an out-of-school event

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(there will also be provision for all children to have this opportunity to take part on a whole-school basis as part of an in-school event).

Magnificent Music Days: Whole-School engagement in being immersed into different genres and cultures, the history of music, musical composers and performers, and becoming acquainted with different instruments.

Digital Technology: Using technology to collaborate and gather ideas, compose and perform a range of performances.

Celebrating Musical Diversity: Exploring the contributions of musicians spanning a range of genres, parts of the world and backgrounds.

Cross-Curricular Opportunities: Using subjects across the curriculum (including but not limited to English, History, Geography, and Art and Design) to help strengthen learning connections between subject areas, and their knowledge and skills

Curriculum Evaluation in Music

At St Nicholas, we use a range of quantitative and qualitative evidence-gathering techniques that are triangulated to draw together valid, accurate and robust evidence-based findings to make rigorous evaluations about the impact of our teaching and learning. This supports us to celebrate achievements whilst also recognising key priorities for future development. It is important that we evaluate our curriculum against our aims and aspirations. Please note that not all evidence-gathering techniques outlined below take place simultaneously; we select techniques that we know will give us the most purposeful information and impact at a point in time.

These evidence-based findings are drawn together and directly feed into subject leader action planning, which is then shared with the Local Academy Board (LAB) to hold the school to account for teaching, learning and children's progress and achievement in Music.

How do we evaluate?	What are we evaluating? Why are we evaluating in this way?	Who is involved?
We look at children's work.	Looking at children's work helps us to see the opportunities they have had to apply their learning meaningfully and in ways that reflect a deeper approach to learning.	Subject Leader Children Colleagues
We talk to the children about their learning and let them share their views in different ways.	Talking to children and recognising their views helps us to see identify the extent to which children are engaged and interested in their learning, and what we can do to make their experiences even more meaningful.	Subject Leader Children
We talk to and gather views from parents about their child's learning and experiences.	Gathering views from parents helps us to shape our understanding of children's experiences and opportunities across the curriculum from a different yet important perspective.	Subject Leader Colleagues Children Parents
We have professional and reflective discussions with our colleagues.	Professional and reflective discussions with colleagues helps to share and exchange ideas about effective practice and priorities for moving forward.	Subject Leader Colleagues
We visit lessons to see strategies, opportunities	Visits to lessons help colleagues to recognise the extent to which strategies, opportunities and experiences in lessons	Subject Leader Children

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and experiences used for learning.	have an impact on maximising children's progress and meeting their needs.	Colleagues
We look at subject planning.	Reviewing subject planning is important to explore how appropriate the design of the curriculum is in maximising learning progress and to ensure that children build the bigger picture of knowledge and skills over time.	Subject Leader Colleagues
We look at and analyse pupil progress and achievement.	Analysing children's progress and achievement in more detail helps to develop lines of enquiry and identify key groups or subject areas that may benefit from further development.	Subject Leader Colleagues

Identifying Staff Continual Professional Development Needs

Continual Professional Development (CPD) is integral to the development of teaching and support staff to ensure that they are well-equipped to plan, deliver and evaluate a high-quality curriculum. The direction of CPD is steered through triangulated findings from the evidence-gathering techniques and staff audits.

CPD will be facilitated in the following ways:

- **Colleague Networking:** Working with other colleagues to build capacity and staff self-efficacy through a bespoke package of CPD (such as professional discussion and observation). This may be through working with staff at St Nicholas, across the MAT or beyond.
- **Staff Workshops:** Personalised whole-school staff developmental sessions to support pedagogical knowledge, strategies to motivate, challenge and support, and subject knowledge development. This may include inviting 'experts' to support staff development or enrolling members of staff in face-to-face or virtual courses.

Expectations and Responsibilities

The Local Academy Board (LAB), Senior Leadership Team, Subject Leader and Teaching Staff have key responsibilities to uphold the high expectations, principles, design and provision of our Music curriculum as follows:

Local Academy Board	Senior Leadership Team/ Subject Leader	Teaching Staff
• Rigorously review the policy and expectations for Music to ensure it meets the school's curriculum principles, drivers and rationale. • Hold the subject leader and school to account for the design, provision and evaluation of Languages (French). • Regularly meet with the subject leader to explore findings from evidence-gathering and discuss how this will feed into subject action planning.	• Implement evidence-gathering techniques to gather a well-rounded evaluation of the impact of the design and provision in Music, including working in collaboration with members of the LAB. • Widen pupils' celebration of diversity and intercultural understanding through facilitating a range of engaging, inspirational and aspirational enrichment opportunities. • Identify and plan to address key priorities for development that will	• Plan lessons that motivate, challenge and inspire pupils using a range of teaching and learning strategies. • Provide pupils with clear, concise and constructive feedback about their learning progress and achievement. • Use a range of evidence to make a robust and accurate assessment of pupil attainment and progress. • Communicate progress and achievement with parents/carers.

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Plan for and communicate potential financial, time and resourcing commitments with the LAB, that will be required as part of the subject action plan.	move the curriculum forward, including potential financial, time and resourcing commitments required. - Identify staff CPD needs and design bespoke developmental sessions and coaching that will address key priorities, including subject knowledge. - Support staff across the school to deliver a balanced, progressive, high-quality and consistent Music curriculum, that supports and challenges children.	- Ensure that lessons are well-resourced to support pupils' learning. - Support the facilitation of engaging, inspirational and aspirational enrichment opportunities that widen pupils' celebration of diversity and intercultural understanding. - Adapt teaching and learning strategies, resources and activities to support children who require additional support or challenge.
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If you require any further information regarding the content of this policy, would like to know more about or feel you could contribute to our Music curriculum, please contact the subject leader using the following contact details:

Name of Subject Leader: Mr R Gough

Telephone (School Office): 01902 842998

Subject Leader E-Mail Address: Office@st-nicholas.staffs.sch.uk (FAO: Music Subject Leader)

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