**INTENT**

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| **Purpose of Study** |
| 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 to the best in the musical canon. |
| **Intent from Subject** |
| At Roby Park Primary School, we believe that every child should be able to experience music and make progress during their time at primary school. The aims of our music curriculum Roby Park are to increase the development of musicianship through singing, listening, composing and instrumental performances.  We are committed to ensuring children understand the value and importance of music and aim to provide a practical music curriculum, where children are introduced to a wide variety of musical genres and instruments. Alongside this, we are dedicated to providing children with opportunities both in and out of school to develop their musical performance. When a child reaches the end of their musical journey at Roby Park, our aim is to have equipped them with the skills, confidence and understanding to further progress to the next level of their creative journey with music. |
| **Aims from National Curriculum** |
| 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 notations |

**IMPLEMENTATION**

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| **Teaching & Learning** |
| At Roby Park, we believe that for children to develop a real enjoyment for music, it is important that they are taking part in practical sessions, where they are given the opportunity to explore and develop their own musical style.  At Roby Park, our Music Curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom, through the structured music programme delivered by ‘Junior Jam’,  as well as the weekly singing that takes place in assemblies, and musical clubs like ‘The School  Choir’.  Music should be taught for at least one hour once a week.  Through the musical programme delivered by ‘Junior Jam’, Specialist Teachers produce Music  lessons that are inclusive, and allow all children to access in a fun and engaging way, further  promoting a love for learning and an appreciation for different styles of music. Specialist Teachers  deliver music by following the ‘Junior Jam’ Music Curriculum Overview, designed specifically for  the teaching of Music in Primary schools. The Music lessons are planned in sequences to provide  children with the opportunities to review, remember, deepen and apply their understanding of  Music.  The elements of music are taught through lessons so that children are able to use some of the  language of music to dissect it, and understand how it is made, played, appreciated and analysed.  In the classroom children learn how to play a variety of instruments, including: the glockenspiel,  the keyboard and a variety of percussion instruments. Playing various instruments enables  children to use a range of methods to create notes, as well as how to read basic notation in Years  5 and 6.  The children at Roby Park also learn how to compose, focusing on different dimensions of music,  which in turn feeds their understanding when listening, playing or analysing music. Composing or  performing using body percussion and vocal sounds is also part of the curriculum, which develops  the understanding of musical elements without the added complexity of an instrument.  With relation to the assessment of music, Junior Jam staff record on a weekly basis, whether the overall learning objective for each session was achieved or not. Junior Jam staff record at the end of each unit, whether each child is working at, below or above year group expectations.  **Organisation and Curriculum Coverage**  At Roby Park, we want the Music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to feel able, reflective and expressive, developing their own appreciation of Music with the opportunities we provide as a school.  We intend for children to;   * 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 use their voices * Have the opportunity to learn to play a Musical instrument * To use technology appropriately * To create and compose Music on their own and with others * Understand and explore how Music is created   Musical opportunities in school include:   * Weekly class Music lessons * Singing practice * Christmas performances * Musical Performance assemblies * End of term pantomimes   At Roby Park, we teach using the Junior Jam Music Scheme (see curriculum overview) which provides a balanced and progressive plan delivered by Junior Jam staff.  At Roby Park Primary School, we allocate 60 minutes to Music each week in order to teach the Music knowledge and skills in a developmental and age-appropriate way.  These explicit lessons are reinforced and enhanced in many ways:   * Weekly assemblies with themes * Music performance assemblies * Special occasion assemblies * Praise and reward system * Specialist lessons * Music enrichment days * Visits and visitors * WOW days * Through relationships child to child, adult to child and adult to adult across the school.   **Resources**  All Musical instruments and resources are provided by Junior Jam. All staff have Junior Jam logins to be able to access all the teaching and learning and assessment resources. All planning resources are also on Google drive. |
| **Cross Curricular Links** |
| We endeavour to ensure we provide our children with a range of musical enrichment opportunities beyond the classroom and weekly lessons. We do this by linking Music across our curriculum including English, Spanish, P.E. and History.  Children are given additional wider curriculum opportunities to develop their musical ability and skills through opportunities including visitors, workshops, visits, extra-curricular clubs and event including the likes of Peace Proms, Careers Week visitors etc. |
| **Inclusion** |
| The teaching of Music supports and facilitates access to the Music curriculum by differentiation, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching of Music at Roby Park is the belief that Music is within our bodies, and as different bodies make different sounds, everybody carries their Music with them, each instrument as unique as the person is.  We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level. This is done by:   * Setting open-ended tasks * Incorporating gradual increases in difficulty of tasks across the curriculum * Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups. * Providing resources of different complexity * Delivering a multi-faceted curriculum that has allows students to access Music in the most preferable or suitable way for each individual.   Music has numerous avenues for every student. Alongside the classroom Music lesson each week there are any number of ensembles and private instrumental lessons for the students to participate in. The teaching and learning in these ensembles and/or lessons will reinforce and diversify what any child learns in the classroom. These ensembles perform at concerts throughout the year. |
| **Equal Opportunities** |
| The Music curriculum adheres to the Roby Park Equal Opportunities Policy. The Music curriculum takes into account issues of difference: gender, race and ethnicity, and class. Music from across cultures is taught, listened to and dissected. The curriculum provides space to play different styles and genres of Music. |
| **British Values** |
| Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs are all integral parts of the Music teaching across all Charanga pieces.  It is also an integral part of the Music ethos across the school delivered through various Assemblies and celebrations. The Study of particular songs and Composers, supports the children’s understanding of the values. |
| **Enrichment Opportunities** |
| At Roby Park, we believe that children learn best when they are engaged, inspired and motivated to learn. We offer a wide range of experiences and challenges that enrich our core curriculum. This allows our pupils to learn outside the classroom and develop the skills for the world beyond the primary education. Below are some examples of how we achieve this through:   * Theme weeks – STEAM week, World Religion Week, Growing Up Week * WOW days at the entry and exit points of topics – art gallery exhibitions, workshops, dress up, food tasting * Celebration afternoons to celebrate and exhibit our learning with the wider community * Invite visitor’s in – local artists, historians * Educational visits, workshops and residential trips – art galleries and museums * Fundraising and awareness days – Harvest/food banks, Macmillan Coffee Mornings, Yellow Day, Sports Relief, Comic Relief, CiN, Cycle4Sepsis, Christmas Jumper Day * Enterprise week – Y5/6 Fiver Challenge * ‘Keep safe’ curriculum – Bikeability, Friendship Week, Road Safety, Bonfire Night safety, Internet Safety, Gang Awareness, Say No to Knives workshops * Wider opportunities – Languages Day, Musical Instruments, Extra-curricular club offer * Sporting events – inter and intra competitions with the collaborative schools and KSSP * Collaborative events with local schools * Festivals, celebrations and performances – Musical concerts, Peace Proms, Pantomimes, Christmas productions, Easter celebrations, class assemblies   In addition to this, school has a Cultural Capital Planner that all subjects contribute to a rich and diverse curriculum offer for all pupils to access. |
| **Community Links** |
| At Roby Park, we intend to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of Music. We are committed to ensuring children understand the value and importance of Music in the wider community, and are able to use their Musical skills, knowledge, and experiences to involve themselves in Music, in a variety of different contexts. Pupils are encouraged to organise performances which include assemblies and events that include the local community. We aim to make the most of the vast array of Cultural and Musical opportunities and resources that are in our locality. |
| **Wellbeing** |
| At Roby Park, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health.  At Roby Park, we endeavour to ensure that children are able to manage times of change and stress. We ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The promotion of positive wellbeing is woven throughout our curriculum. |

**IMPACT**

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| **Impact** |
| Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The teaching of music through  ‘Junior Jam’ creates an enormously rich palette from which a child may access fundamental  abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.  Music enables children to develop an understanding of culture and history, both in relation to  children individually, as well as ethnicities from across the world. The children at Roby Park are  able to enjoy music in as many ways as they choose – either as a listener, creator or performer.  Children have the opportunity to discuss and share their own thoughts, opinions and ideas about  specific styles of music, acknowledging and respecting the opinions of their peers.  We measure the impact of our curriculum through the following methods:   * Pupil voice interviews about music lessons. * Teacher observations to monitor the teaching of music to a high standard. * Assessing children’s understanding of topic linked vocabulary before and after the unit has * been taught. * Images and videos of the children’s practical learning. * Informal teacher assessment through pupil observations in lessons |
| **Assessment** |
| 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 between child and teacher.  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 his/her learning. Formative assessment is mostly carried out informally by Junior Jam Specialist Teachers in the course of their teaching and teacher assessment from the Junior Jam Scheme used to support data input.  Pupils will also self, and peer assess using Seesaw.    Records of progress in Music are recorded through video and photographs which are stored on Junior Jam, showing evidence of the children’s learning.  Weekly assessments of objectives taught will be updated on Junior Jam for Music, identifying whether children have achieved the lesson objectives and if at the end of the unit they are working at, below or above age related expectations. |
| **Monitoring and Evaluation** |
| Subject leads play an active role in the school self-evaluation cycle and throughout the year they will participate in:   * Ensure there is clear progression throughout the school * Creation of termly data reports * Reporting to SLT & Governors * Pupil voice * Work samples * Learning exploration blinks * Developing cultural capital opportunities and events * Identify any training needs and offer extra support and guidance to staff when it is appropriate * Ensure that there are suitable resources to help with the teaching and learning of their subject |
| **Review Date** |
| **Policy Agreed:** September 2024  **Policy Review:** September 2026 |