

Lingdale Primary School

Music Policy

'Music is a universal language that embodies one of the highest forms of creativity'(DfE)

Introduction

This policy is a statement of the aims, principles, strategies and expectations of effective teaching and learning of Music at Lingdale Primary School.

Please read this policy in conjunction with:

Teaching and Learning Policy

SEND Policy

Health and Safety Policy

Music

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.

Aims and Objectives:

Through effective teaching and learning of Music we aim 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 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Teaching and Learning in Music

Teachers use a variety of teaching and learning styles in our Music lessons. We use whole-class and small group teaching methods. We encourage children listen to, create and critique a range of different genres of music. We offer them the opportunity to use a variety of resources and access specialist teaching. We also strive to offer them a range of live musical experiences.

Implementation

Music will be taught as part of a creative curriculum. Children will be taught Music, either by school staff or specialist music teachers for half an hour on a weekly basis.

School accesses the support of Specialist music teachers for musical instruments such as recorders and drumming as well as singing through Tees Valley Music service (See Appendix B) to further enrich the children's their learning and enjoyment in this subject.

Children will also gain experiences of live music as a whole school throughout the year and also have access to a range of music from different composers, traditions and periods of time during assemblies during the school week.

Music Curriculum Planning

We use the National Curriculum for Music as the basis for our planning. We use the attainment targets in the Curriculum document as well as a published scheme of work to plan lessons which develops and enhances children's skills.

Each class teacher creates a medium term plan. This plan then feeds into weekly plans that list specific learning objectives. The class teacher keeps these individual plans, and can discuss them with the Music subject leader on an informal basis.

Activating Prior Knowledge

Using prior assessment information to guide activities and strategies this enables teachers to accurately identify the start point for learning. A record of the activity or strategy outcome is kept in notes made on the class teachers planning.

Learning Intentions/ Objectives

Based on prior assessment information and outcomes from the activation of prior knowledge teachers identify ordered learning objectives for each group within the class to ensure that progress in learning is made.

Learning objectives and success criteria are to be shared with the children at the beginning of each Music lesson so that children know their learning steps throughout the lesson.

See Appendix A for year group objectives and curriculum overview.

Differentiation

Differentiation in music should take form as:

- Differentiation by outcome – where a task is given and the children respond at different levels.
- Differentiation through support – small group and 1:1 for particular tasks if needed.
- Differentiation by resources.

Assessment of Music

We assess the children's work in Music by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the learning for each pupil and highlight their achievements on the summative assessment sheets. We record the results in our assessment files and we use these to plan future work and to provide the basis for assessing the progress of the child. Then at the end of year one, year two, lower KS2 and Upper KS2 a final summative judgement is made as to whether individual children are emerging, expected or exceeding the age related expectations in Music and this is then passed on to the next teacher at the end of the year.

Self-Assessment and Peer Assessment

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, to oral and written feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others work.

Learners use the success criteria to make judgements on their own, and peers, learning and identify areas for development. This is used particularly when children develop their skills and abilities to critique each other's performances.

Success Criteria

Success criteria are shared with all children and displayed throughout the lesson to be used by the learner, peers or teacher. These should be differentiated where appropriate.

Target Setting

We do not target set for music but by evaluating tasks that activate children's prior knowledge, teachers can then plan a set of challenging but achievable learning objectives for the unit of work in Music.

Marking and Feedback

Rationale

We are committed to providing relevant and timely feedback to pupils, both orally and in writing. Feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. In music most feedback will be given to children orally but notes are made on planning of children's areas for development or next steps.

At Lingdale Primary School, we aim to:

- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Effective Marking and Feedback Strategies

The following strategies can be used to assess, mark and provide feedback:

1. Verbal Feedback

This means the discussion of work in direct contact with the child. It is particularly appropriate in music as feedback can be given instantly and children have a chance to respond to comments to improve their skills or knowledge in this area.

2. Success Criteria Checklists

Success Criteria checklists can be used and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Evidence and record keeping

Where possible teachers should collect evidence of children's work in music. This could take form as audio recordings, video recordings or children's notes made during lessons. Teachers should also keep a weekly note of children's progress in each lesson in their planning files.

Moderation

Moderation is the process of bringing individual judgements into line with general standards and those throughout school and nationally. Moderation is carried out annually for Music.

Monitoring and Evaluation of the Music Policy.

This will occur yearly alongside moderation of work.

Monitoring and evaluation of teaching, learning and the curriculum enable us to:

- Find out about the quality of teaching and learning and standards of achievement
- Identify strengths and areas for development
- Identify areas for development and take appropriate action
- Ensure consistency in continuity and progression
- Provide appropriate support and resources
- Ensure the needs of all groups or children are addressed
- Share good practice

The Headteacher monitors:

- Long term, medium term and short term planning
- Co-ordinates and monitors moderation of judgements
- Ensures policy is implemented

Subject Leaders monitor:

- Long term, medium term and short term planning
- Assessments when a summative judgement is made.
- Co-ordinates and monitors moderation of judgements
- Ensures policy is implemented
- Supports and guides teachers in teaching and learning of Music.
- Monitors and evaluates practices in school
- Keeps up to date with latest initiatives, research and resources and communicate these to staff
- Attends relevant CPD

- Prepares, organises and delivers appropriate CPD

All staff:

- Complete weekly planning that indicates assessment focus
- Assess pupils work in each lesson and provide notes on planning
- Plan learning that is in response to assessment information
- Highlights children's achievements on the Summative assessment sheets at the end of a unit of work.
- Makes a summative judgement at the end of the year or upper/lower key stage for each child.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

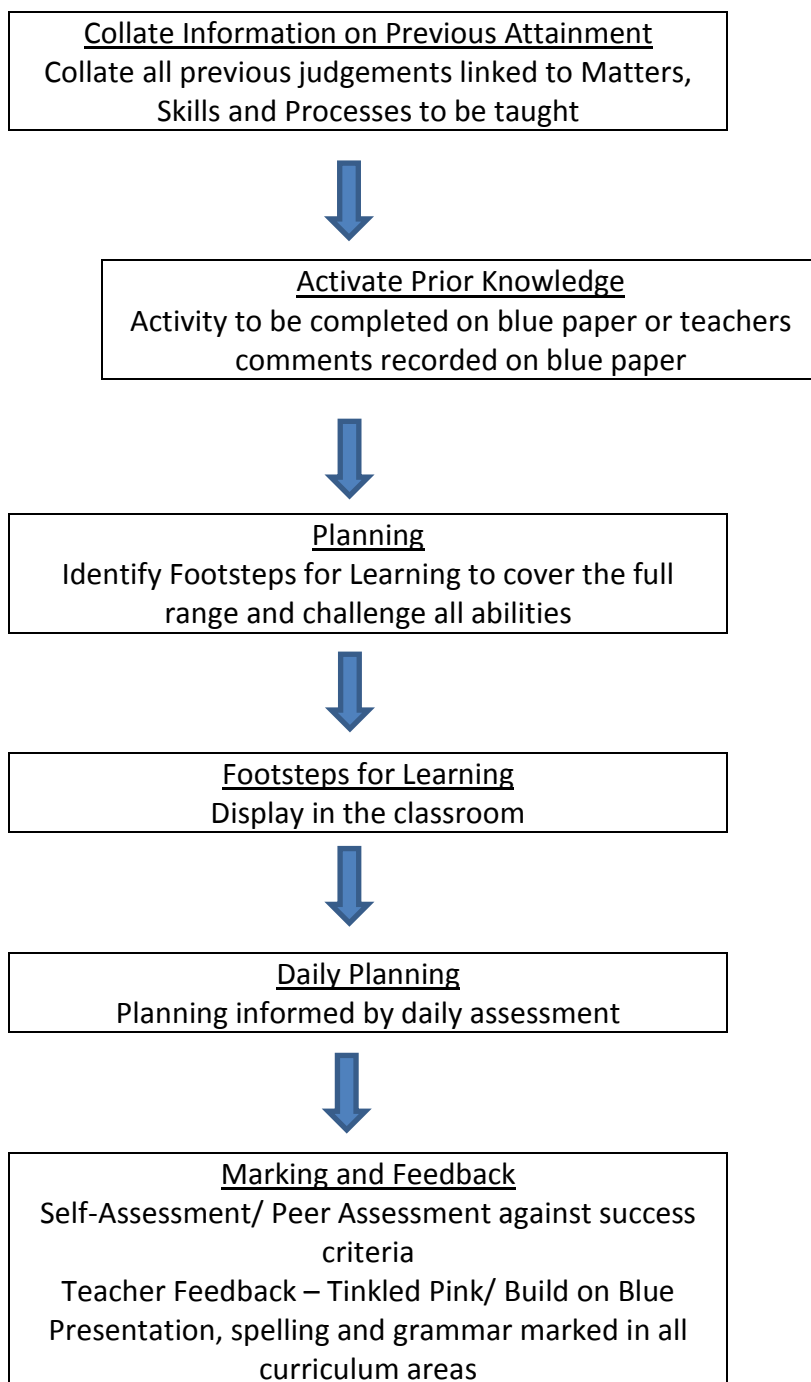
Curriculum Overview

Spelling List

Appendix 1

Lingdale Primary School

Planning, Marking, Assessment and Feedback Flowchart



Marking and Feedback Procedures:

Success Criteria **must** be stuck in the book at the end of the work

All work **must** be marked on the day it is completed

All work must indicate the context of the work:

I - Independent Work

S - Supported/ Shared Work

P - Paired Work

G - Group Work

Good presentation is expected and must be marked

Misspelt words are underlined by a pen. It is the child's responsibility to correct the spelling in the margin or at the end of the work

Work underlined by a pink pen needs clarifying with a Well done you have ...at the end of the work

Sentences or parts of sentences with punctuation or grammatical errors are bracketed with blue pen indicating that a child needs to correct their work.

'Tinkled Pink' comments should always be written before the 'Build on Blue' comments.

The success criteria **must** be completed by the child and commented on by the marker

All lessons **must** start with an opportunity to respond to marking and feedback.

Agreed Marking Key

_____ Word misspelt - needs correcting

(The planet earth is the third planet from the sun.) Grammar or punctuation error - needs correcting

The Earth **rotates** on its **axis** every 24 hours. - Identifies achievement of success criteria - well done you have used scientific vocabulary

X - an incorrect answer - needs correcting

Appendix 2

Marking Partners Agreement

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.

- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

Appendix 3

Suggested Strategies for Activating Prior Knowledge