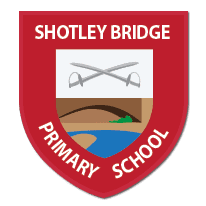
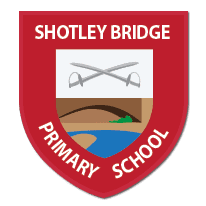
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| Staff Responsible: |  |
| Date of Issue: | May 2023 |
| Review Date: | May 2024 |

**Music**

**Policy**





**Teaching and Learning in Music**

**Teaching and Learning Documentation**

In order to communicate effectively each of our subject areas, key documentation is established

by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Vision

2. Subject Policy

3. Unit of Study Overview (LTP)

4. Curriculum Planning

Together, this documentation collates the coverage and implementation of each of the Wider

Curriculum Subject Areas.

**Subject Leadership Documentation**

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout

each academic year. In order to do this with effect, the following documentation may contain:

1. Subject Audit – An audit of the subject is completed annually RAG rating the effectiveness

of the subject, whilst informing key priorities moving forward.

2. Subject Action Plan – Supports the RAG rating from the Subject Audit.

3. Learning Enquiry - As part of our monitoring cycle, our Learning Enquiry approach ensures

the monitoring of each subject area through scheduled book looks, learning walks,

planning/ resource checks, pupil voice and staff voice.

4. From the steps above, all findings are collated, feedback is shared and next steps are actioned.

**Delivery of Music**

In Shotley Bridge Primary School Music is taught weekly every half termby class teachers.We follow the Music Curriculum from Kapowwhich provides children with a range of skills and gives them opportunities to explore many areas of Music. Our children all use floor books to document their learning and creative journeys; where they have the opportunity to record, review and revisit their ideas. We feel this is a vital part of developing our children to work as musicians.

In Y3-5, children have the opportunity to learn an instrument as a class for one term. Y3 in Autumn term, Y4 in Spring term and Y5 in Summer term earn Ukulele which is delivered by Durham Music Service Specialist Teachers.

In Y6, children have the opportunity to learn about new technologies and digital forms of music in their Autumn term unit named ‘Tech in a Term’. This is taught by Durham Music Service Specialist Teachers and is aimed at transitioning the children into the opportunities available at KS3 in music.

**Lesson Content**

In support of foundational understanding of Music, key components of lessons have been

established in conjunction with teaching proformas to support class teachers with consistent

delivery lesson-by-lesson.

These key components include:

• New unit heading

• No date or Learning Intention recorded in books

• Key vocabulary – Relevant and focused vocabulary for the lesson are shared, discussed

and defined with support of teachers encouraging clear and purposeful discussion

throughout.

**Performance and Learning Evidence**

Evidence collation is key to support the learning process and the monitoring of Teaching and

Learning by Subject Leaders and Senior Leaders. In order to evidence Music effectively, the following strategies have been implemented: -

• EYFS – Floor Books

• KS1 – Floor Books

• KS2 – Floor Books and Individual Music Books

All children have the opportunities to have their performance recorded digitally throughout the year by class teachers to be referred to as part of their musicality progression.

**Assessment**

Throughout Music lessons, the Class Teacher uses sensitive and precise questioning to gauge children’s conceptual knowledge, along with carefully considered open-ended questioning to encourage new ways of thinking and develop practical skills. Children are assessed regularly to ensure all children make progress and identify those children who have gaps in their learning, so that it is ensured that all children access the learning and keep up.

The Class Teacher assesses children’s learning through retrieval within the lesson and special retrieval (lesson to lesson, year to year, Key Stage to Key Stage). Class Teachers use a range of strategies such as: evidence in floor books, questioning, perfomance and observations to make judgements about the children and to plan for next steps.

At the end of the academic year, Class Teachers make a final judgement on whether the children are meeting age-related expectation or working below. Conversations about attainment take place during transition meetings and are communicated to parents in the end of year report.