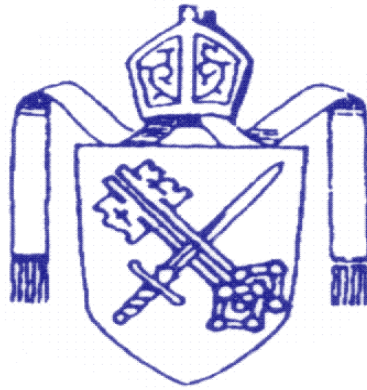


MILFORD-ON-SEA C.E. PRIMARY SCHOOL ACADEMY TRUST



‘We CARE’

Courage, Aspire, Respect, Explore

MUSIC POLICY

Reviewed and Approved by:
Date Approved:
Next Review Due:

Headteacher
April 2025
April 2027

1. Curriculum Intentions

At MOSPS we believe that 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. We see music as a vehicle for pupils to explore their feelings, spirituality and identity and so increase their self-confidence, creativity and sense of achievement.

Our specialist music team delivers a curriculum that ensures pupils have an understanding of the range of music genres, styles and traditions, including the works of the great composers and musicians. Pupils learn to listen and evaluate, perform, sing and play musical instruments. They explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

MOSPS pupils also develop an understanding of music's global significance, appreciating its diversity and links to peoples' traditions and cultures. They learn how music traditions fuse together and celebrate the similarities and differences of our world, how music is used as a protest at social injustice and can promote positive change in our world.

We recognise the subject's importance in helping our pupils explore their identities; in giving them the opportunity to be courageous in their learning and have the confidence to perform and be creative; to be inspired by the music of others and help give them a sense of their place in our global community.

2. Aims

- 2.1 To develop a sensitive response to sound and be able to recognise, appreciate and enjoy different forms of music
- 2.2 To develop the capacity to express ideas and feelings symbolically through the medium of sound.
- 2.3 To be able understand the language of music and simple musical theory.
- 2.4 To develop social skills and awareness through making music together and build pupil confidence by encouraging performances to different audiences.
- 2.5 To offer pupils the opportunity to experience the self confidence derived from striving after the highest possible standards whilst engaged in a musical activity
- 2.6 To develop an awareness of musical traditions and developments in a variety of cultures and societies.
- 2.7 To have the opportunity to express oneself creatively; developing stagecraft skills and delivering performances.

3. Curriculum Implementation

- 3.1 Curriculum planning will allow pupils to make progress as they move through the school.

- 3.2 Throughout their time at MOSPS all pupils will have access to specialist teaching provided by Hampshire Music Service.
- 3.3 Children across the school have weekly Music lessons of up to one hour alongside a range of other listening and performing opportunities throughout the week. Year 3/4 have lessons in 3 different instruments during the year as part of the HMS L2M programme.
- 3.4 Tasks, where appropriate, will be differentiated to take into account the differing needs of learners, both SEND and the more able. All pupils will have full access to our music curriculum.
- 3.5 Alongside discreet musical units, some schemes of work in Music will be linked to other subject area topics, where appropriate,.
- 3.6 The school will subsidize individual and small group music lessons with peripatetic teachers provided by Hampshire Music Service.
- 3.7 The school will offer extra -curricular music activities and opportunities to regularly perform
- 3.8 Due regard will be given to Health and Safety guidelines as set out within the school Health and Safety Policy and Curriculum Guidance notes.

4. Pathways to musical independence

MOSPS music curriculum is implemented through 'Pathways to Musical Independence YR – Y6', which was written by HMS in response to the National Curriculum and Model Music Curriculum. The Pathways to musical Independence informs long term planning to ensure full curriculum coverage, progression and continuity and reflects the fact that students are constantly developing their musical independence, moving steadily from reliance (copying) to independent music making drawing on an increasingly rich range of strategies and knowledge.

Each Pathway has 3 columns:

Identify the learning Plan your musical intentions	Explore the learning and deepen understanding Enjoy putting learning in practical contexts working individually and in different sized groups	Apply the understanding Making it your own Enjoy creating and using your imagination working individually and in different sized groups
---	--	---

The left hand column (intent) contains detailed age specific learning objectives for the musical dimensions and skills.

The middle column (implementation) describes the type of activity that should be used to introduce and engage the students in the learning already identified in the left hand column.

The right hand column (impact) describes the type of creative activity that students should engage in to extend and apply their understanding and skills (linked to the learning objectives in the left hand column and the activities in the middle column).

Knowledge and understanding (**Dimensions**) are mapped out progressively for each year group (**Pitch, Duration, Dynamic, Tempo, Timbre, Texture, and Structure**)

Along with **skills (Singing, Playing, Rehearsing and performing, Notating, Listening and responding, Describing and discussing)**

5. Curriculum Impact

Evaluation and Assessment

5.1 The assessment of Music is an integral part of teaching.

5.2 School and HMS staff assess pupils against “Pathway-ready Age Related Expectations’ throughout the year, along with class teachers’ knowledge of their participation in wider curriculum activities. This is also used to inform future teaching.

5.3 Assessments are shared with parents, pupils and future teachers as part of the annual report.

5.4 The recording of compositions and performances aid teachers in assessing pupil progress and inform planning. We strongly believe that creative activity is the best way for students to demonstrate their understanding and skills for assessment purposes and the degree to which they can apply them independently. These recordings are kept to evidence progress.

5.5 Examples of work, photographic evidence and dialogue with pupils and teachers are held in Class Music Journals.