



MUSIC POLICY

FOREST FIELDS PRIMARY & NURSERY SCHOOL

Updated January 2024

It is difficult to imagine a society without some form of music, it permeates everything we do. We move to it and are moved by it, we dance to it, relax to it and are refreshed by it. Music is a source of comfort when we are alone and yet can provide a powerful link with other people when we enjoy it together. It is an integral part of our lives and needs to be an integral part of the curriculum we provide for our children. At Forest Fields, we would like to emphasise the importance of music education for its own sake but evidence also shows the benefits of music reach far wider than simply the acquisition of another skill.

- Music is accessible to all children regardless of their abilities in other areas of the curriculum.
- Music provides a safe form of self-expression.
- Group music-making requires co-operation and self-discipline and brings with it a sense of belonging and unity.
- Listening and analytical skills can be developed, the benefits of which can be seen in other areas of the curriculum.
- Music can be fun and it is easy for children to succeed, thus increasing their self-confidence.
- Playing instruments can help develop physical coordination, gross and fine motor skills.
- It can provide an insight into other cultures which children can immediately relate to and share.
- It can be a very effective means of reinforcing things learned in other areas of the curriculum, especially language.
- In relation to pupil wellbeing, confidence and engagement – we are beginning to see the true impact of passionate music provision.

Our school values:

Building character is an important part of what we do at Forest Fields.

Due to the need for an open-minded approach to musical exploration from Foundation to KS2, it is important to ensure that the children understand the importance of the classroom as a respectful and safe place for opinion, musical exploration, taking musical 'risks' and working in collaboration with tolerance, patience and kindness.

These are the values we embed and encourage during the children's time at school:

- Nursery: Curiosity
- Foundation 2: Creativity
- Year 1: Teamwork
- Year 2: Empathy
- Year 3: Resilience
- Year 4: Reflective
- Year 5: Diligence
- Year 6: Excellence

Intent

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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation

Our Bespoke Curriculum

Along with the National Curriculum for Music and the Model Music Curriculum, the Kodály approach to music education has informed much of our curriculum. This approach considers voice as the primary instrument and this is used to develop skill and teach concepts using aural, kinaesthetic and visual methods. This approach ensures that all of our children, including EAL and SEND, have a chance to excel. Due to our spiral curriculum, these skills and concepts are revisited but with greater depth and difficulty year on year throughout the child's time at Forest Fields.

We have built this bespoke curriculum to make sure that the children have the opportunity to see themselves reflected in the musicians they study. Pupils have opportunities to listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the music of other faiths and cultures. Each unit of work from Y1 to Y6 features a specific style of music and key composers linked to the musical concepts, notation and musical instrument learning that the children are doing, thus embedding musical understanding even further.

EYFS

Music is central to the whole of the Early Years Curriculum. In every area (Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design) you will find songs and music.

Through this daily exposure and their fortnightly music lesson (alternating with the rest of the Expressive Arts and Design curriculum), the children develop Readiness Music which lays the foundations of musical learning that we build on later. These skills are built in a variety of ways through singing and speaking voice, music-based games, experiences with staff musicians and access to a variety of tuned and untuned instruments.

We follow the Jolly Music scheme in Reception which is based upon the Kodály approach to music education. Our Music Specialist works with EYFS staff to develop Music and Literacy links for Continuous Provision inspired by the books that staff have chosen for their unit of work. Our Music Specialist also provides CPD for EYFS staff - this is to ensure quality, confident music provision across the board and the development of musicality throughout the EYFS curriculum.

Key Stage 1

Curriculum Music is taught during PPA time weekly by a music specialist. The children have on average 1 hour of curriculum music lessons per week when coupled with their weekly 20 min Singing Assembly. Pupils are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes

- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Stage 2

Curriculum Music is taught during PPA time on a rotation (4 out of 6 half terms) by a music specialist. The children have on average between 1 and 3 hours (but with the potential to exceed 4 hours) of music provision per week when coupled with their weekly 30 min Singing Assembly and our co- and extracurricular music tuition offer.

Pupils are taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Curriculum and Co-Curricular Learning Experiences

- Performance is built into each curriculum music lesson at Forest Fields. Children become confident in solo, duet and unison performance vocally and with their instrument.
- Children build skills and knowledge in each lesson through exploring aspects of the musical dimensions alongside the style of music and composer for that unit. An aspect of each key concept is addressed in each lesson.
- The children use their knowledge organisers to document their learning for each unit and this booklet can be referred to as the children progress through the year groups and deepen skills and knowledge previously taught.
- Our Singing Assemblies address each of the music curriculum key concepts while ensuring the children experience a wide variety of high-quality songs (unison, round and canon-friendly repertoire also at KS2). We feature a 'Song of the Week' linked to Mrs Chowdhury's Monday Assemblies. This is a great way to learn many varied types of celebration repertoire linked to the main assembly focus for that week.
- In Y4, children learn how to play a stringed instrument (cello, viola, violin) as part of Whole Class Ensemble teaching with two members of staff from Nottingham Music Service.
- In Y5, children are offered follow-on string lessons - currently a cohort of between 36 and 40 children can avail of these lessons from Nottingham Music Service.
- In Y5, we have also worked with Beat Feet Partnership to enable Dhol drum and Bhangra dance lessons and will continue this partnership.
- Children have the opportunity to perform for their families a number of times per term to show off their curriculum or extracurricular music learning, or learning with one of our music partners (Beat Feet, Nottingham Music Service, peripatetic teachers, club staff, choir teacher). World Music Day and Forest Fields Summer Fayre have also become unique community celebrations where our musicians take centre stage.
- Our Music Room is open at lunchtimes for music lessons, clubs and as a place for children to come and explore the instrument they are learning or rehearse for concerts or exams.

Extracurricular Learning Experiences

- UKS2 Area Band rehearses every Thursday after school for 1 hour. We are pleased to be a local leader in partnership with Nottingham Music Service, providing the location, facilities and opportunity for 3 local schools to rehearse and perform each Thursday. Our Area Band also

performs for a large audience at least once every term: The Great Orchestra Experiment, Christmas in the City, March Area Band Concert and End of Year Concert.

- Choir Club for KS2 pupils takes place every Tuesday for 1 hour and performs every term: the Hyson Green Light Switch On, Christmas in the City at the Albert Hall, the Big Sing with Nottingham Music Service and even a private service at the Council Building for the civic service at Christmas! Choir Club will take part in Young Voices for the first time in 2023-24 - a very exciting development for Forest Fields. Our Choir Club have been known to perform as a flash mob during playtime and lunchtime - so watch out, they could be lurking anywhere!
- Piano Keyboard Lessons are offered in KS2 - this takes place on Wednesday PM and children are encouraged to progress towards exam accreditation and the end of the year if they wish.
- Recorder Club takes place weekly for UKS2 - these children have the opportunity to start their woodwind journey and can join Nottingham Music Service weekend provision to further this learning if they wish.
- 6 children in Y5 have the opportunity to attend a two-day residential Music Camp at Ilam Hall in Derbyshire where they learn about music notation, play their instrument with other children and professionals and experience outdoor activities as part of the residential in the beautiful Peak District.
- In Y6, children have the opportunity to continue their stringed instrument lessons with small group lessons on a Friday PM and progress towards exam accreditation and the end of the year if they wish.
- If a child is showing accelerated progress in their music lessons, they are invited to join Robin Hood Youth Orchestra Inter Connect (if a child is moving through their grade accreditation in Year 6, they can join this group in preparation for joining the Robin Hood Youth Orchestra when they begin secondary school) or Folk Connect. Both of these groups take place after school and with children from other schools.

Impact

By the time children leave our school, they will be able to:

- perform with confidence in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the musical dimensions.
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, and speak about it using musical terminology fluently.
- demonstrate an understanding of the history of music.

As a result of our musical school, we expect to see:

- a high and growing uptake of co- and extracurricular musical opportunities by pupils. For example, our UKS2 Area Band has grown from 8 children in 2021-22 to 15 in 2022-23 - this number has grown again in 2023-24 with 20 children currently signed up and attending regularly.
- in 2023-24, with the addition of follow-on string lessons for Year 5, peripatetic string, piano and recorder lessons - we are growing our provision and partnership year on year.
- positive parental engagement such as attending class concerts at the end of a curriculum unit, whole school concerts, concerts across Nottingham and getting involved in the FF musical community. We wish to grow our music community with the help of Mr Munir (a talented local musician who has led our World Music Day performances providing inspiration through harmonium, dhol, dholak and tabla with his son, a current Y6 pupil)
- children and parents talking positively about music and children proud of their progress

- music forms an important part of our pupils' daily lives in and out of school with the help of our extensive and bespoke website-based music provision - film and compiled by our own Music Specialist.

Assessment and Monitoring

- Assessment is carried out on an ongoing basis. We feel it is important that formative assessment takes place at all times during lessons to ensure that children receive the instant feedback they need to improve their musical practice. The teaching of all of the children from Y1 to Y6 by the music specialist is an effective way of gaining an overview of capability across the key stages and aids accurate recording of summative assessment, informing planning, lesson activities and differentiation. Videos of the children's work and performances are also recorded to document progression over time. Our Music Leads assess and mentor EYFS staff to ensure quality provision.
- Monitoring the uptake of extra-curricular opportunities - adapting as necessary to make sure they are inclusive, exciting and inviting.
- Collecting ongoing feedback from parents, pupils and staff.
- Monitoring how well we are embedding musical experiences across the curriculum – supporting teachers as necessary to find links within their topics and ensuring regular staff CPD through subject knowledge staff meetings and staff observing the music specialist in lessons and team-teaching. She will in turn observe lessons to look at how musicality pervades all subjects and learning outside of discrete music lessons, and give advice and training where needed.
- Use 'pupil voice' to check on the visibility of music in the school and to talk to children about their learning and how they feel about music.

Music Technology

Using technology as a way of learning about music, experimenting with composition and recording is an integral part of our curriculum music lessons. We use apps such as Chrome Music Lab, Groove Pizza, Drumbit, Incredibox, Virtual Piano, Musicators and Rhythm Randomiser.

As part of our IT Curriculum, children also learn how to use the sound recording app Audacity.

Home Learning

- Our children are encouraged to visit our school website to compose using composition apps at home. <https://www.forestfieldsprimary.co.uk/ms-cawleys-music-page/>
- Children from Nursery to Year 6 are encouraged to access filmed lessons (by our music specialist) based on repertoire that they are learning along with relevant music skills on the school website. Families are made aware of links and guides via Weduc. <https://www.forestfieldsprimary.co.uk/musical-snacks/>
- Children in KS1 and KS2 can access songs, activities and filmed 30-minute music lessons (by our music specialist) based on the music style and composers that they are studying as part of their current unit. (See Forest Fields Music Progression and Units of Work) They are encouraged to explore further with resources, playlists and activities available based on other artists in the styles they have studied. <https://www.forestfieldsprimary.co.uk/musical-styles-and-composers/>

Music Leadership in UKS2

We will soon start up our Music Leaders programme in UKS2. Because of our shared playtimes and lunchtimes, our Music Leaders can encourage musicality on the yard by managing a 'Sing Stop' (a bit like a bus stop) where they will teach others easy singing games to share at playtimes so promoting a culture of singing throughout the school and inspiring younger children plus furthering their own musical and leadership skills. Our Music Leaders will take on leadership roles during Singing Assemblies, act as pupil voice and liaison across the school and organise a 'bench of brilliance' during Singing Assemblies.

Safeguarding

Curriculum music lessons taught by the same music specialist across KS1 and KS2 is a unique opportunity to spot safeguarding concerns and to monitor the children's mental health and wellbeing across their time at Forest Fields. The music specialist teacher, as a permanent member of staff, has access to CPOMs for all of the classes and year groups and an enhanced knowledge of families, siblings and the community over a number of years working at the school.

Filtering and Monitoring (related to KCSIE Sept 23, paragraph 142)

We use Smoothwall to monitor computing in school. We use SchoolsIT Netsweeper as our filtering service. We use Apple Classroom and Senso to support the management of computing which enables staff to support filtering and monitoring.

The School Business Manager, Headteacher and LDSs receive weekly notifications for Level 3+ incidents. We have a LDSL that checks the monitoring system we use in school for incidents below Level 3+.

Equality of Opportunity

Due to the little and often approach of our bespoke music curriculum, all children regardless of their needs and abilities can take part in music lessons. The music specialist can assess each child individually to make sure that all teaching is at a pace suitable for the child or that they have the assistance necessary (e.g. adapted instruments) to access the activities in their group.

In Y4, the music specialist liaises with a specialist access team employed by NMS to assess what extra support is required for the incoming year group. This is a superb way of making sure that children with SEND can access an instrument in Y4 and beyond.

Our Inclusion Hub is located beside our Music Room in the Gladstone Building. Our Music Specialist works with the Hub staff to develop musical provision through mentoring, team teaching and weekly lesson observations. Filmed lesson resources (by our Music Specialist) are available for Inclusion Hub staff on our school website so that they can build their skills at any time.

Contribution of Music to Teaching in Other Curriculum Areas

Literacy

Music contributes significantly to the teaching of literacy by actively promoting the skills of thinking, reading, writing, speaking and listening. This starts at the earliest levels of children's music learning in EYFS contributing to children's language acquisition. Children develop a specialist vocabulary throughout their music lessons and in the analytical listening and responding parts of their sessions. The children develop oral skills through discussions and through recounting their observations of music using opinion and fact. In EYFS, Continuous Provision links Music and Curriculum Books - our Music Specialist and EYFS staff work on these resources together ensuring musicality daily. This also encourages musical creativity, improvisation and composition in small manageable activities to inspire children and staff alike.

Subject leaders recently provided CPD around the links between music and literacy - prosody, expression and comprehension thus strengthening staff knowledge around musical terminology.

In 2023-24, we are excited to begin our new SDP Focus - The Orator, Comprehender and Navigator. In Curriculum Music lessons this will take the shape of child-led performances where the class plan and execute their end of unit presentation for families. They will prepare informative presentations around their unit of work, explaining what they have learned and perform some of the repertoire displaying pitch, rhythm and notation skills (taught through the Kodaly methodology) and perform their composed piece explaining the iterative process. This idea has been inspired by a recent PISA report - Programme for International Student Assessment - suggests that a cultural tendency towards little and often performance, oration and regard for literature, poetry and song both in the home and in school has led to higher reading scores in the Republic of Ireland in comparison to the UK and other European nations.

Recent Maker School training has highlighted the connection between spiral composition in music used to create a piece of music to inspire a piece of writing.

Maths

Music contributes to the teaching of mathematics in a number of ways. In western notation alone, there are opportunities for children to use fraction skills to understand the number of sounds and rhythm in relation to the beats per bar and the time value of each musical note. There are maths links littered throughout music in time signature but also in sequences and pattern, and much music technology uses formula and graphic visualisations in recording.

Happy maths - a Y1 initiative has highlighted the way music can aid gross motor skills and position/orientation in the maths curriculum.

ICT

As mentioned in our 'implementation' section, music technology, recording software and apps are an integral part of the modern music curriculum explored at Forest Fields.

PSHE

A fantastic part of our music lessons is that they bring a great amount of joy. Children are encouraged to find the fun in every aspect of their learning but music lessons are becoming a very important way of building bonds, and exploring joy and creativity with confidence. Team work, singing and performance as an ensemble are integral ways of building friendships and shared experience.

Science

Music, by its very nature, has close links with science. Children learn about pitch and dynamics plus sound in general linked with KS2 Science topics. How music is recorded in software and apps also have a solid Computer Science basis.

Art & Design

We are working to receive our Arts Mark award in conjunction with the Curriculum Art Lead. We wish to highlight the importance of creativity and links with art, drama and the spoken word. Our Music Curriculum encourages cross curriculum work with class teachers - music inspiring art and then, art inspiring music. Our Forest Fields artist mentor, Jayne Cooper, continues to inspire this work.

Design & Technology

As a Maker School - there are many connections between making and composing in music - this is reflected in the composer and maker cycle used in the subjects.