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| **Purpose and Aims** |
| **Purpose**   * To give pupils rich, varied and enjoyable experiences to explore their creativity, to develop musical skills & understanding, and appreciate a range of music as part of a wider cultural understanding.   **Aims**   * 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 * To sing musically with increasing confidence, control and expression and perform in both solo and ensemble contexts * To learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of excellence * To understand, improvise and compose music using appropriate musical notations and the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture & structure |
| **Provision** |
| **Our curriculum is categorised in two ways:**  **Breadth** – the relevance and requirement that gives pupils experiences of a range of musical genres and periods.  **Depth** – the understanding that helps pupils to think and act like musicians.  Whilst coverage is our goal for the ‘breadth’ elements, repetition and increasing understanding is our goal for the ‘depth’ elements.  Every opportunity is taken to relate Music to the needs of our pupils. We use specialist teachers, visits, visitors and a variety of musical instruments to engage children’s interest and imagination. Each year group has a term of instrumental tuition; across KS2 they will have experience of strings, brass, woodwind and percussion.  Music is a stimulus and a springboard for the development of mathematical skills. It also requires a high level of self-discipline, teamwork and communication. These are transferable skills and benefit all subjects in the curriculum. Performing also improves children’s confidence. Through engaging with music, children will be encouraged to explore and develop what animates them and to understand human feelings and emotions. Furthermore, by studying music from other times and places will promote not only knowledge & understanding of diverse cultures, but also respect and tolerance towards those different to themselves. |
| **Progression and Assessment** |
| **Progression**  Our Music curriculum has four main areas of learning, which mirror the four aims of the subject. We set out our year group expectations in these four areas as well as outlining the knowledge pupils will gain during each topic and over the year. It is expected that the overwhelming majority of pupils will have a secure understanding of the age related expectations by the end the year and some will have a deep understanding.  **Assessing and Reporting**  We assess pupils’ knowledge, skills and understanding in Music each term and use this to plan teaching activities that support pupils in meeting our curriculum expectations for the end of a year. Our progression document ensures that pupils have lots of opportunities to deepen and extend their learning throughout each topic, over the year and throughout the Key Stage. |
| **Monitoring, Evaluation and Improvement** |
| The role of the subject leader in monitoring pupil outcomes is to audit teachers’ judgements. Leadership time within the school day is planned carefully so that subject leaders can effectively monitor and evaluate their subject. The subject leader then works collectively with Trafford Music Service teachers and the Senior Leadership Team to examine the strengths and areas for development in Music provision. The Music subject leader then creates action plans to improve achievement. The Music subject leader keeps track of the improvements they have secured over time to understand how effective he or she is as a leader. |

**Moss Park Junior School Music Policy**