

Subject	Music
Overall curriculum	<p>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, 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.</p>
Pedagogy	<p>At Princetown, we use the, 'Model Music Curriculum' to ensure that children are taught a wide range of skills suitable for their year group. They learn the language of music and listen to a range of music. The Model Music Curriculum is based on the Government's agenda for support music in schools.</p> <p>' Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.'</p>
Assessment	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. There are planned opportunities within the curriculum plan to revisit learning from the current year but also previous year groups. It is the responsibility of the class teacher to assess all pupils in their class. This is mainly achieved through mini-plenaries, questioning, observation, recordings, performances, feedback from support staff and pupil self-assessment.</p> <p>Teachers use feedback, recordings and performances to monitor attainment and progress, as well as analysing for gaps to plan follow up learning.</p> <p>End of year assessment is reported on Itrack and features on the annual report to parents.</p>

	<p>The monitoring of the standards of children’s learning and the quality of learning and teaching of music is the shared responsibility of the Senior Leadership Team and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A named member of the school governing body is briefed to overview the teaching of the curriculum in the school.</p> <p>A named member of the school governing body is briefed to monitor the subject.</p> <p>Itrack is used to monitor progress throughout the year.</p>
<p>Culture</p>	<p>The culture of music in our school is prevalent. The children and adults love to sing and enjoy a range of music from songs we make up, funny poetic songs, popular music, songs through the decades and instrumental music. Each day, in collective worship the children are played in by piano music and the children are taught about the composer of the piece.</p> <p>The children are given opportunities to perform to each other and to the community to share their love of music and singing.</p> <p>We aim to expose the children to a range of instruments before they leave primary school.</p>
<p>Systems</p>	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - 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. <p>In EYFS, children start exploring music and learn to sing songs together. As they move through the year, they will start to sing in groups and on their own, use different instruments and learn about pitch. The children will also learn to move to different music.</p>

	<p>The KS1 music curriculum states that pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 <p>The KS2 music curriculum states that pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 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 <p>In Key Stage 2, children should be taught to sing and play musically with increasing confidence and control. They should understand musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>
<p>Policies/key documents</p>	<ul style="list-style-type: none"> ▪ Whole School Long term horizontal curriculum map ▪ Music Knowledge and Skills organiser ▪ Model Music Curriculum

	<i>All of these can be can be found on our website under the curriculum/policies tab.</i>
Perceptions from viewpoints (e.g. pupils/parents/Governors)	<i>Add in stakeholder voice.</i> Pupil: <ul style="list-style-type: none">▪ Parent: <ul style="list-style-type: none">▪ Staff: <ul style="list-style-type: none">▪ Governors: