



MUSIC

‘Where words fail, music speaks.’

Hans Christian Anderson, author.

Local Context:

Long Lane Primary is a Community School, built in 1966 and maintained by West Berkshire Council. We work closely with the **Berkshire Music Trust** and **local established professional music teachers** to provide musical opportunities and build long lasting networks for music. Our local area is close to Reading, allowing opportunities to engage in **local musical** activities and trips, building cultural capital for our children.

(Please see [Curriculum Policy.docx](#) for details of Cultural Capital at Long Lane)

Intent

Our aim at Long Lane is to deliver high-quality music education, following the specifications of the National Curriculum; an education that **engages and inspires** pupils to develop a ‘**love of music**’ and their talent and **aspirations** as musicians, and so increase their self-confidence, **resilience**, creativity and sense of achievement.

The aims of our Music curriculum are to develop children who:

- Enjoy, be **curious** and have an appreciation for, music.
- Listen to, review and evaluate music across a diverse range of historical periods, genres, cultures, styles and traditions.
- Can sing and use their voices to create different effects.
- Create, explore and compose music, both **independently** and with others.
- Use a range of musical language.
- Make judgements and express personal preferences about the quality and style of music.

- Take part in performances with an awareness of audience and develop a sense of ***community***.

Implementation

At Long Lane we take an integrated, practical, exploratory and child-led approach to musical learning.

Early Years – Through the early years children are encouraged to explore sounds in the environment and instruments and their sound. Activities are planned into play experiences and developed through playing together and composing freely through exploration.

Primarily using Charanga (three units per year), the interrelated dimensions of music weave through the units of the spiral learning curriculum to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Each Charanga Unit of Work is structured to include:

1. Listen and Appraise
2. Musical Activities (including Games, Singing, Playing, Improvising and Composing)
3. Perform/Share

This enables children to understand musical concepts through a repetition-based approach to learning, with opportunities to embed deeper learning, knowledge, understanding and skills. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities. Instrumental work is differentiated allowing children to move through the relevant parts as they need to.

(Please see [Teaching for Learning Policy 2023.docx](#) for details of Learning Behaviours, Inclusion and Rosenshine Principles at Long Lane)

Impact

Our approach to Music at Long Lane Primary School means that:

- Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.
- Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts.

- Children develop both a deeper understanding of musical skills and concepts and are learning something new (mastery).

Pupil Assessment and Attainment

The Musical School Assessment Framework on Charanga uses a **Plan-Do-Check-Review** approach and is supported by planning and assessment documentation, with the facility to upload and store digital evidence.

Teachers use **Assessment for Learning** strategies to ensure that children understand what they are being taught within a context and 'know more and remember more' of the key knowledge and skills outlined in each objective. These will include; mini quizzes, questioning, discussions and observations (including video and photography), peer assessment and appreciation, Think Pair Share. Teacher assessment occurs throughout teaching and learning with support implemented where appropriate. (see Teaching for Learning Policy linked below)

EYFS pupils' progress and attainment is assessed by the FS class teacher in the context of the EYFS framework and ELGs.

Monitoring and School Improvement Planning

The Music Lead, the Head Teacher, with support from the Governors regularly review and quality assure Music across the school to ensure that it is implemented sufficiently well in line with the National Curriculum Objectives and aligns with the Vision and Values of the school.

Impact is measured through monitoring activities, including; learning walks, questionnaires to staff, pupil voice, looking at evidence of pupil's work, teacher assessments and any other relevant evidence. In addition, they evaluate the impact and plans for future development of the subject for pupils and staff, utilising action plans, looking to develop new opportunities, refine current practice, plan CPD for staff and feed into the School Improvement Plan (where appropriate) from where Performance Management and school priorities stem.

Linked Policies – This policy sits under the following two umbrella policies;

[Teaching for Learning Policy 2023.docx](#)

[Curriculum Policy.docx](#)