



SPARKEN HILL
ACADEMY

Music Policy

Rev	Date Issued	Prepared By	Approved	Comments
1.1	April 2022	MT		
1.2	December 2024	MT	05.12.24	FGB
Next Review Date: December 2026				

The power of music

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. We believe that 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.

Aims

Our policy and practice is based on the Dfe 2021 Model Music Curriculum non-statutory resource that provides a depth of knowledge and a practical framework through which the statutory requirements of the curriculum can be met.

The MMC complements the National Plan for Music Education. We have adapted this so that Music is delivered by a specialist music teacher at Key Stages 1 and 2 (Primary level), building on an Early Years Foundation. It has been developed to provide a strong core set of competencies and shared knowledge and allows us to go beyond the MME due to the breadth and depth of musical opportunities available at SHA.

At Sparken Hill Academy it is our intention that through our curriculum, resources and delivery all children will:

- Develop their singing with a sense of pitch and ensemble, allowing them to perform with confidence and enjoyment.
- Have a growing sense of curiosity about Music, The Arts and the world in general with an understanding of why Music happens and where inspiration comes from.
- Develop a deep and wide musical vocabulary, allowing access to creative ideas and debate about the value of Music and The Arts more widely.
- Be able to turn their own musical intentions successfully into sound through a growing confidence and skill set on a wide variety of instruments.
- Be able to successfully record and manipulate musical intentions using ICT.
- Be increasingly confident and skilled to follow and give musical direction, enabling them to successfully work in small and large groups to create a unifying experience.

Provision

Through a skilled delivery of a bespoke music curriculum, with high expectations and a rich vocabulary, the provision of Music at SHA is delivered as follows;

- At Key Stages 1 and 2, pupils receive a minimum of one hour of teaching a week in the form of a regular time tabled session.
- We ensure access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may form a part or the whole of the delivery depending on the learning taking place in any given half termly block.
- Lunchtime and after school clubs provide additional learning/performing opportunities for all children.

Special Educational Needs and Disability (SEND)

Music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger. Sparken Hill Academy celebrates the inclusion of pupils with special educational needs and disabilities. The leaps in technology over recent years have made available new tools, adapted instruments, and new learning platforms giving improved access and greater choice for all pupils to realise their creative potential.

Staff within the academy set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

SHA Music Curriculum in Practice

Throughout Key Stages 1 and 2 learning is sequenced with discreet half termly learning foci. Across the whole school journey this introduces new concepts and musical skills that always build upon previous learning. Some core musical concepts and skills are consistently revisited and further developed from as early as our Early Years Foundation Stage provision. These include understanding and manipulating Pitch, Pulse, Rhythm, Musical Structure and Dynamics. Allowing children to not only grow in confidence but also expand and enrich the musical vocabulary they use to describe the musical world around them and turn it successfully into sound. As these discreet topics are taught, instrumental learning is consistently embedded and children will, over time, experience a wide range of instruments.

All sequences of learning focus to varying degree on the following key areas. Contributing towards the development of instrumental skill, musicianship and confidence to perform/create.

- Performing/Singing
- Listening and Appraising
- Musical Elements (understanding the inter-related dimensions of Music)
- Composing and Improvising

Within each of these areas are some critical listening and repertoire choices to support learning. These are detailed in the SHA music curriculum and serve to enlighten and broaden the cultural palette and experiences of all children.

This policy will be reviewed bi-annually.