



EGGINTON PRIMARY SCHOOL

Model Music Curriculum (MMC)

Date	Review Date	Leader	Nominated Governor
October 2024	October 2025	J. Cunningham	T & L Committee

This policy is a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Equality Act 2010
- Education Act 2011
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Teaching a broad and balanced curriculum for education recovery (DfE 2021)
- Model Music Curriculum: Key Stages 1 to 3 Non-statutory guidance for the national curriculum in England (DfE)
- The Education Inspection Framework (Ofsted)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We understand that the Model Music Curriculum (MMC) is designed to introduce the next generation to a broad repertoire of music from the Western Classical tradition, and to the best popular music and music from around the world.

We are aware that the MMC is built from the experience of schools that already teach a demanding and rich curriculum and is designed to assist rather than to prescribe, providing a benchmark to help teachers, school leaders and curriculum designers make sure every music lesson is of the highest quality.

We believe music:

- is all around us;
- is the soundtrack to our lives;
- connects us through people and places in our ever-changing world;
- is creative, collaborative, celebratory and challenging; and
- 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.

We acknowledge that the MMC aims to ensure a universal provision of music education for all pupils as follows:

- Key Stage 1
 - Pupils should receive a minimum of one hour teaching a week which may take the form of short sessions spread across the week.



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Key Stage 2

- Pupils should receive a minimum of one hour teaching a week which may take the form of short sessions spread across the week.
- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- In Years 3 or 4 it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. The mandatory term will be supported by teachers from the local Music Education Hub. Opportunities for development should continue beyond the mandatory term.

We recognise that the MMC celebrates the inclusion of pupils with special educational needs and disabilities as it does the leaps in technology that have made available new tools and adapted instruments, leading to improved access and greater choice for all pupils to realise their creative potential.

We ensure teachers:

- set high expectations for every pupil whatever their prior attainment;
- use appropriate assessment to set targets which are deliberately ambitious;
- will identify potential areas of difficulty which will be addressed at the outset;
- will plan lessons to address potential areas of difficulty and remove barriers to pupil achievement.

We believe that having the opportunity to explore music is not a privilege but a vital part of a broad and balanced curriculum. We work hard to provide a quality music education in order to ensure every child develops a life-long love of music and musical performance.

We agree that the sheer joy of music making can feed the soul of a school community, enriching each pupil while strengthening the shared bonds of support and trust which make a great school.

We as a school community have a commitment to promote equality. We believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

1. Aims

- To ensure a universal provision of music education for all pupils.
- To ensure 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 on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have opportunity to progress to the next level of musical excellence;



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- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations;
 - by the end of each key stage are able to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- To ensure compliance with all relevant legislation connected to this policy.
 - To share good practice within the school, with other schools and with the local authority in order to improve this policy.

Responsibility for the Policy and Procedure

2. Role of the Governing Body

The governing body has:

- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring:
 - full compliance with all statutory responsibilities;
 - the school complies with all equalities legislation;
 - funding is in place to support this policy;
 - this policy and all policies are maintained and updated regularly;
 - all policies are made available to parents;
 - all pupils make progress in achieving the expected educational outcomes;
 - the subjects are well led, effectively managed and well planned;
 - the quality of provision is subject to regular and effective self-evaluation;
 - the teaching is delivered in ways accessible to all pupils with SEND;
 - clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
 - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations;
 - the effective implementation, monitoring and evaluation of this policy.

3. Role of the Headteacher

The headteacher will:

- ensure all school personnel, pupils and parents are aware of this policy and the subject content of the MMC:

Key Stage 1: Pupils should be 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 interrelated dimensions of music.

Key Stage 2: Pupils should be taught to:



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- 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 interrelated 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.
- ensure good practice is shared throughout the school;
 - provide leadership and vision in respect of equality;
 - make effective use of relevant research and information to improve this policy;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons;
 - monitoring planning and assessment;
 - speaking with pupils, school personnel, parents and governors.
 - annually report to the governing body on the success and development of this policy.

4. Raising Awareness of this Policy

We will raise awareness of this policy via:

- School prospectus;
- School website;
- Meetings with parents
- Headteacher reports to the governing body;
- Email;

5. Training

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
 - All aspects of this policy
 - Curriculum
 - Teaching and learning
 - Planning
 - Differentiation
 - Assessment
 - Special Educational Needs
 - Academically More Able, Gifted and Talented Pupils
 - Equal opportunities
 - Inclusion
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;

6. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.



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We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

7. Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

8. Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the subject leader, the Headteacher and the governors.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the governing body for further discussion and endorsement.

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;

Headteacher:	 J. Cunningham	Date:	18/09/2024
Chair of Governing Body:	 A. Farrow	Date:	03/10/2024