

Great Bardfield Primary School



Music Policy

SEPTEMBER 2022

'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 to the best in the musical canon.' National Curriculum 2014.

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Introduction

This policy outlines the teaching, organisation, and management of the music taught and learnt at Great Bardfield Primary School.

Music can play an important part in the development of an individual; it is a powerful and unique way of communicating that can inspire and motivate children, as well as enable personal expression. Music gives opportunities for children to develop listening and coordination, responsibility and independence and can change the way they think, feel and act by giving them an enjoyable experience where each child has a part to play in something bigger. As an integral part of culture, past and present, it helps children understand themselves and relate to others, forging important links between the home, school, and the wider and global community.

Intent:

At Great Bardfield Primary School our Music curriculum is designed to allow pupils to participate in a variety of musical experiences through which we aim to build up the confidence of all children and provide life skills such as empathy, problem solving, communication, and a sense of responsibility and commitment.

Music in Bardfield has been important in the community for many years. Through the children's experiences we hope to develop this strong sense of community and heritage whilst instilling in our pupils a desire to achieve the highest levels of success through providing them with the opportunities to excel.

Through high quality teaching, we aim to develop creative young people who are confident to express themselves and able to succeed in a future where children will need to be inventive, resourceful and imaginative.

Our teaching focuses will develop:

- A rich, broad music curriculum which is relevant and challenging.
- First-hand musical experiences which are absorbing and engage all pupils.
- An ability to work as part of a team, working with others to achieve a common goal.
- An enjoyment of music which will provide opportunities for the children to express their ideas and feelings through music.
- An appreciation of the contribution of different British Composers and musicians and the impact that this has made on British Culture.
- An appreciation of the contribution music has made from different times in the past and from different cultures.
- An opportunity for children to respond to different styles of music as well as to be able to evaluate, including their own and others' compositions and performances.
- Support for pupils in composing in response to a variety of stimuli and devising ways of recording their compositions.

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- An opportunity for all children to perform alone and with others using a range of instruments and their voices.
- Children's ability to assess their own progress in music skills.
- Music as a form of reflection to aid their own wellbeing.
- Links with our local community through shared musical events and participate in a variety of musical experiences both within and beyond the school.
- The use of ICT to enhance and enrich the children's musical experiences.
- Music into the creative curriculum and develop musical concepts and skills sequentially and progressively.
- A celebration of success in music.

Implementation:

As part of this planning process, teachers need to develop skills in the following 4 areas:

- Performing
- Composing
- Listening
- Appraising

Through these areas, children will develop the ability to:

- sing and play in tune by themselves and with others.
- gain knowledge of music notation and how to compose music by writing lyrics and melodies.
- work with others to make music, recognising how individuals combine together to make sounds.
- Evaluating and assessing their own work and progress.

Medium Term planning:

Teachers need to develop a medium-term plan which not only builds subject knowledge and understanding but is creative and child led. It must become increasingly adept at providing problem solving opportunities, implementing musical vocabulary and opportunities to improve practical skills.

Weekly plans:

Teachers need a cycle of lessons, which carefully plan for progression and depth allowing for child-centred learning involving interactive and practical opportunities for pupils to work independently, in pairs and also in groups to provide them with sufficient time and space for the children to build their knowledge.

Learning activities are varied including:

- singing and playing instruments
- appraising, composing using symbols, graphs and traditional notation
- varied and adapted ways for pupils to record the outcomes of their work including
- the use of concept mapping, annotated diagrams and improvised drama.
- assemblies, special days, celebrations and events
- music is played in the classrooms during learning sessions.
- a variety of music is chosen to be played as the children enter and leave assembly; this is so that the children can develop their listening skills and learn appreciation
- music is used as a stimulus and for opportunities for reflection.
- outside agency specialist teachers who teach individual or in small groups of children who show a stronger interest in learning how to play an instrument.

At Great Bardfield Primary School our Music Curriculum is delivered through a combination of discrete teaching sessions linked with our key skills (respect, resilience, reflectiveness, resourcefulness and responsibility) and school values. It is important to note that knowledge and understanding are interlinked; learning from one area may be pertinent to others.

A typical Music session will include all children working towards the same learning objective. How they meet the learning objective will look different for the individual child.

Learning may:

- explicitly teach musical knowledge: the lessons that offer factual information
- explicitly teach musical understanding: the lessons that develop understanding of how music is written and its possible effect on moods.
- teach the topic-specific skills: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning.

Lessons are inclusive and are adapted in a range of ways to suit the needs of the learner. Where available, LSAs are used to support individuals or groups of children.

SEND

Children with SEND are taught within the lessons where support is given as required. Additional support staff may withdraw small groups or individuals to adapt the learning to allow for child-specific needs.

Within the music lesson, teachers not only provide activities to support children who find music difficult, but also activities that provide opportunities for children to extend their knowledge skills.

CROSS CURRICULAR LINKS

Throughout the curriculum, opportunities exist to extend and promote Music. Where possible, children are given opportunities to apply their musical knowledge and skills and perform to a wider public.

Opportunities for performance:

- A whole singing assembly takes place every week, during which children learn and practise singing techniques and a wide range of songs. Children are encouraged to sing to their peers either in small groups and solo situations during this time.
- At Christmas, two musical performances are rehearsed and performed for parents.
- At the end of the summer term, KS2 perform in an end of key stage production involving drama, singing, dancing and playing instruments.
- All children learn the glockenspiel
- Professional musicians are invited into school at regular intervals to run workshops with all children.
- Peripatetic music teaching is organised through Essex Music Services, parents pay an additional amount each term for this opportunity. Instruments can be hired or loaned through Essex Music Services. Information about the opportunities are sent out at the start of each term regularly. We currently have two peripatetic teachers visiting the school each week teaching flute, clarinet, piano, and guitar. Children can be taught individually or with another child.
- Children are encouraged to perform a variety of music in a Proms in the Playground summer concert.
- Links are made with PE through topics linked with Dance.
- A variety of songs e.g. in French and musical opportunities are shared at our weekly Celebration Assembly.
- Children perform in dance, gymnastics and a band at the school fete.
- The children that learn a musical instrument outside of school are encouraged to share their learning by performing in assemblies.

Resources

Most lessons use the Charanga or Stave House resources: visual aids, recorded music tracks, written music, backing tracks, important composers through the ages, music stimuli etc. Musical instruments are stored in the music room or in the long corridor near the staff room. Children are taught from an early age how to use and care for all the instruments and return them to their storage area. Children are able to use I pads, Microphones, laptops, interactive white boards and video cameras to film performances. There is a wide variety of online media to support singing assembly and music for assemblies. These resources are continually added to. The local band provide brass instruments free of charge to children who wish to play a brass instrument.

IMPACT

Our Music Curriculum is high quality, with each enquiry forming our programme of learning and teaching setting out clear objectives and outcomes for the pupils in terms of knowledge and understanding and skills acquisition. The schemes of work also suggest a range of ways in which the teacher can assess whether a pupil has achieved these outcomes. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including:

- Interaction with pupils during discussions and related questioning
- Day to day observations
- Practical activities such as rehearsing and performing, presentation and communication and writing and composing.
- The outcomes of each unit serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.
- Summative termly assessments which enable us to record and track progress and attainment.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for music in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.

ROLE OF THE MUSIC LEADER

- To take the lead in policy development.
- To support colleagues in the delivery of the Music curriculum
- To monitor progress in Music – eg leading staff CPD, scrutiny of work, analysis of assessment data.
- To take responsibility for the choice, purchase and organisation of central resources for Music in consultation with colleagues.
- To be familiar with current thinking concerning the teaching of Music and to disseminate information to colleagues.
- The leader will be responsible to the Headteacher and will liaise with the named link Governor.

MONITORING AND EVALUATION

The subject leader monitors and evaluates the quality and standard of Music throughout the school and supports teachers to develop their practice. In practice, this includes learning walks, dropping into music sessions, book looks and discussions with both pupils and staff. Opportunities for teachers to review the scheme, policies and other support materials are given during staff meetings. Leaders are provided with extra time in addition to their PPA, to plan their curriculum.

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Other relevant documents:

- Marking and feedback policy
- Early Years Foundation Stage policy
- Assessment policy
- Music Skills progression
- Music Long Term Plan
- SEND policy
- Educational visits policy
- Health and Safety policy

This policy also should be read alongside the National Curriculum in England (published September 2014) and other documents from the Standards and Testing Agency.