

Music policy

Bidston Village CE Primary School

'Love faith, love people, love learning'



Psalms 95:1 Come, let us sing for joy to the LORD; let us shout aloud to the Rock of our salvation.

This policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils((England) Regulations 2000
- Education Act 2003

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- National curriculum in England: Music programmes of study

Introduction

At Bidston Village CE Primary School, we believe '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.' (The National Curriculum in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing and will develop pupils' mathematical fluency within all subjects including music.

We wish to work closely with the children and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

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.

Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great musicians and composers.
- 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.

(The National Curriculum in England Framework Document (DfE) 2014)

- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

It is the aim of this policy that the needs of all children are met so they can reach their full potential musically. Pupils should be empowered to grow in their awareness of music and we offer opportunities for children to explore a wide variety of musical genres.

Music is a unique way of communicating which can both inspire and motivate children. At Bidston Village CE Primary School, staff members encourage children to be creative, imaginative and reflective. Music provides the opportunity for personal expression and we believe it plays an integral part in the personal development of an individual. It plays a part in developing children's memory skills. Concentration, co-ordination and confidence.

At Bidston Village CE Primary School we allow pupils to show their delight and curiosity in creating their own sounds. The children are encouraged to consider how music makes them feel and how it can move them deeply. Children are encouraged to listen and appraise to various styles of music so they can find the styles that invite them 'to explore the mystery that dances within your soul' (K. Hall) The music that we teach the children encourages their creativity, delight and curiosity whilst giving them the musical vocabulary and skills to explain their likes and dislikes.

Curriculum organisation

EYFS

Children in EYFS learn through the Charanga schemes of work. This half-termly (6-step) focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play, all the musical learning is focussed around nursery rhymes and action songs. Each Unit of Work has a cross-curricular/topic-based focus and a musical focus that will allow you to engage the children in activities related to the developmental events taking place in their changing lives. Children learn to sing, compose and perform during each unit, developing their skills and progressing throughout the year. Children explore a variety of percussion instruments and begin to learn to keep a steady beat.

KS1 and KS2

Children in KS1 and KS2, including children in both Education Inclusion Bases follow the Model Music Curriculum through the Charanga schemes of work. Charanga's English Model Music Curriculum Scheme is aligned with the National Curriculum for Music and the non-statutory Model Music Curriculum (MMC) Guidance published by the DfE in 2021.

The Charanga scheme follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further. Teaching is adapted to respond to the strengths and needs of the children in each class. The lessons show clear progression, as well as engaging and exciting songs and opportunities for musical composition. Children will learn to play the glockenspiel and build upon their learning from Year 1 – Year 6. Key Learning and Outcomes with 'I Can' statements are used alongside assessments.

Children are given opportunities to listen and appraise music from a wide range of genres of musical styles, including traditional, historical and current popular music.

Teaching and Learning

At Bidston Village, we use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Our children are given as much practical experience of music as possible, supported by factual, informative teaching. The children have access to regular opportunities to learn about and explore music through performing, composing, listening and appraising. We provide all pupils with a supportive atmosphere in which to develop their music skills.

Pupils are taught to:

- 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 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.

We offer learning opportunities that build on pupils' previous experiences. Children can link their experiences of composition to those listening to recorded or live music and learn with confidence and curiosity about the music of various ages and origins. All children in FS2, KS1 and KS2 are taught about major composers and significant historical periods in music. They learn about music from other cultures additionally through work on the 'Musician of the Half Term', which is introduced during assembly time. Teachers will then further the learning in the classroom by allowing the children the opportunity to listen to more music from the chosen musician, and find out about them. This information is also shared with parents, allowing the opportunity for the parents to be involved and share their knowledge with the children.

Children are offered the opportunity to study a musical instrument (Guitar or Piano) with peripatetic teachers. Peripatetic music teaching is provided by Link Learning. Parents who want their children to participate in the scheme must pay the additional music lesson fees on a termly basis. These lessons are normally taught one to one, or in a pair. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

We have two school choirs (years 1-3 and years 4-6) and these sessions take place after school. The children in the choir are given opportunities to sing at various locations as the opportunity arises. We also have after school music lessons provided by staff members such as recorder club and glockenspiel club.

Where possible, and where relevant, links should be made to other curriculum areas. Links should only be made, when the links will enrich the music curriculum.

Roles and responsibilities

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- use medium and short term planning from Charanga;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure (Charanga units of work);
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community
- ensure all groups are represented regardless of gender, age, religion or sexual orientation

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;

- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys

Equal Opportunities and Inclusion

At Bidston Village, we believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- from families of same sex parents/transgender parents
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Music plays an important part in the life of our school and it is inclusive to all children. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Children have equal opportunities to develop their understanding and enjoyment of music regardless of race, gender and ability.

Music from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Teachers ensure that the curriculum is appropriate for the needs of the children.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. Factors such as classroom organisation, teaching materials, teaching style and differentiation are taken into account to help each child learn effectively.

Assessment, Attainment and Progress

In KS1 and KS2 the Subject Leader's plans should indicate the focus for each unit of work. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum, by providing them with verbal feedback as the main focus.

Before each unit, teachers establish the pupils' level of knowledge, understanding and skills. These assessments are used to refine planning to make it suitably challenging.

Children are given verbal feedback throughout their unit of work. Teachers then adjust plans to reinforce knowledge and understanding or further extend pupils knowledge.

Photographic evidence or pieces of work are kept by each year group. These are used for future plans and to aid the pupils understanding, photographs and videos are to be stored in the correct folder on gdrive.

Assessment, Recording and Reporting

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- carry out medium-term assessments through Charanga to measure progress against key objectives to adjust planning;
- carry out long-term teacher assessment to assess progress against school and national targets;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets

Coherence of assessment across the school is supported by discussion and consultation between staff. Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work and can be seen in the children's music books, through photos and videos in the school online evidence portfolio.

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions
- general curriculum discussions
- photographic and video evidence

Resources

There is a large selection of instruments available at Bidston Village CE Primary School. Musical instruments are stored in central areas in KS1 and KS2 and are accessible for staff to use with the children. We have a class set of glockenspiels that can be used for lessons. We have a school subscription to Charanga that all members of staff have access to and a subscription to 'Sing Up!'.

Teachers are responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The school as a whole is responsible for the general care of the instruments during the lesson by instructing the children in the correct use of the instruments and by replacing them safely after use.

Health and Safety

The health and safety of our pupils is of great importance. Therefore, the following guidelines will be followed in order to ensure our children's safety:

- Instruments will be checked regularly to ensure that they are in good repair and of good quality. All splintered or rusty instruments will be thrown away immediately.
- Wind instruments (e.g. recorders) will be sterilized before they are reissued to other pupils.
- Heavy instruments will be stored at an easily accessible height which will prevent the need for any climbing.
- The school's piano will only be moved by an adult member of staff.
- Where children are to participate in activities outside the classroom, for example external performances and attending musical events (e.g. Christmas Carols in Romford) a risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Review

This policy is monitored through:

- Regular monitoring and evaluation of planning;
- Evaluation and analysis of assessment evidence;
- Lesson observations to monitor the quality of teaching and implementation of planning;
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors every two years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.