



# Broad Heath Primary Music Policy Policy



## Rationale

Music is a powerful form of communication that can help change the way that pupils view the world. It bridges cultures, abilities and generations.

For music to succeed in these areas, children need to be engaged and excited by it. Experiences of music should therefore be as many and as varied as possible with a major focus on children experiencing and performing live music. They should be constructed and revolve around the skills of Performing and Composing, Listening and Appraising.

The new National Curriculum, 2014, states;



"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."



It's key aims are;

- 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 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

It states that pupils at KS1 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

pupils at KS2 should be 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 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

Music should contribute to the whole curriculum by developing:

### Personal Skills

- A delight in sense of individual and collective achievement
- Aesthetic appreciation and discrimination
- Imagination and inventiveness

### Social Skills

- co-operation
- resourcefulness
- perseverance
- tolerance
- self-discipline
- self motivation

## Introduction

This music policy follows the whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It supports the whole school's aims and objectives as described in the school improvement plan, with regard to developing each child's full potential in all areas.

This policy also reflects agreed approaches to whole school issues, for example special educational needs, equal opportunity and race equality.

## Aims

Teachers will aim to develop in pupils:

- A sensitive response to sound in general and in particular to those organised patterns of sound called "music"
- The social skills and awareness through making music together
- Opportunities to experience personal satisfaction and self-confidence from striving after the highest possible standards
- The capacity to express ideas, thoughts and feelings through music
- An awareness of musical traditions in a variety of cultures, societies and times.

They will aim to offer all pupils the opportunity to experience and participate in music activities.

## Objectives

All pupils should have the opportunity:

- To listen to both live and recorded music from a wide range of composers and cultures and be able to respond in a variety of forms reflecting their ability to use musical knowledge and language.
- To listen to music from different times and places
- To learn songs from different times and places using a wide repertory of styles and cultures and to perform as a soloist, in a group or in a large ensemble using material which is relevant to their age and musical development.
- To acquire musical skills and concepts which allow them to respond to a variety of stimuli in order to produce compositions and improvisations for different audiences and performers
- To understand and apply the musical elements of pitch, duration, dynamics, tempo, timbre, texture and their uses within structure.
- To acquire musical skills which enable them to play classroom percussion instruments, recorders and keyboards.
- To develop the ability to represent and record sounds by invented symbols or by traditional notation.
- To develop music terminology in order to communicate musical ideas to others.
- To develop the ability to make informed choices and judgements about their own compositions and those of other people.
- To be able to express personal preferences with regard to music and to have respect for the preferences of others.
- To be able to explore, create, select and organise sounds.
- To develop the ability to co-operate within a group situation.
- To develop the ability to accept and give constructive criticism.
- To acquire orchestral and other instrumental skills including recorders.
- To extend their instrumental and vocal skills through involvement in school assemblies, ensembles, orchestras, recorders or choirs – at school or at city level – according to ability and development.

## Assessment

- Cornerstones data will be analysed termly
- Sip to be reviewed and updated 3 times a year in line with the school policies
- Evidence to be collated through photograph and video throughout the year

## Equal Opportunities

The music policy reflects the school's policy on equal opportunities and race equality. All pupils have the entitlement irrespective of gender, ethnicity, class, language or disability. All children are offered the same opportunities for making music.

The repertoire of songs and listening material will be carefully chosen to represent a range of cultures.

## Health and Safety

In Music, as with all activities in school, it is important to ensure that children are aware of safety issues involved in specific activities. In Music we ensure that children use instruments and equipment sensibly and appropriately to avoid injury.

Staff must also be aware of the need to transport the music trolley and boxes of instruments with care to avoid injury

## Management

The overall responsibility for the music curriculum lies with the Head Teacher and the Music Coordinator.

The role of the music co-ordinator is to:

- co-ordinate and implement the music policy and schemes of work
- to ensure that schemes of work meet the aims and objectives of the music curriculum and that each child receives his/her entitlement through a differentiated approach.
- to give ongoing assistance to colleagues in the delivery of the music curriculum and provide in-service training for staff where necessary and appropriate
- to provide opportunities for pupils to experience live music, presentations and performances involving one or more expressive arts disciplines both within and outside school.
- to ensure that there is a balance between the study of western music and music from a variety of cultures.
- to ensure that adequate resources are available and easily accessed and that there is a suitable variety of recorded and live music.
- to provide music for use in assemblies including live and recorded music
- to provide music for topic work where necessary
- to monitor and evaluate the teaching and learning of music throughout the school to provide an overview of the subject for the SLT and for colleagues, governors and parents
- to attend relevant in-service training
- to liaise with the other co-ordinators within the school – in particular those involved with other arts subjects.

## Organisation

Music at Broad Heath School is both topic and skills based and organised into 30 minute music sessions within the class themed creative curriculum with a weekly 20 minute whole school; song practice is split for ks1 and ks2. The aims of this song practice are to raise musical standards by specifically targeting musical skills.

The Music curriculum is organised into a series of progressive units that enable the children to learn, apply and develop their music skills across the Key Stages.

Schemes of work are half termly and are based on the 'Music Express' whole school music scheme. In Years 3 and 4 children will have instrument tuition provided in house by our own music tutor. Assemblies will have as much live music and musical participation as possible, including staff and children performing and sharing music.

# Teaching and Learning Strategies

Music teaching at all levels should include a variety of teaching styles making the lesson suitable for all children, regardless of ability.

The various techniques should include opportunities for:

- discussion within the group and individual children as well as through demonstration and instruction
- individual research and exploration of the material or instruments provided
- group, individual and whole class activities
- use of different media e.g. stories, art work, photographs to stimulate a musical response and communicate feelings and ideas
- cross-curricular opportunities and links with other expressive arts subjects
- an active listening approach – through movement, art, drama etc – used to introduce music from different times and cultures
- the evaluation of their own and others performances
- contributions to the school's music through performances in collective worship, in song practices and school productions

Children will also have opportunities to listen to and make music such as "Morning of Music" and visiting musicians including PAS workshops and music to accompany songs during assemblies.

# Differentiation

Each child has different needs. For individuals to be challenged, but not discouraged, tasks should be provided which are matched to ability and interest level.

Differentiation is therefore a key issue and as some music activities will be open-ended and differentiation will sometimes be by outcome, children need to be supported by relevant questioning from the teacher.

# Resources

Resources that have been purchased have been deemed to be suitable to support the teaching and learning within this subject area.

An inventory of resources is reviewed and updated regularly by the Music co-ordinator. All basic percussion instruments are stored centrally in the stock cupboard with the exception of the xylophones and glockenspiels which are stored in a music table outside the year 4 classrooms.

# Assessment, Recording and Reporting

Assessment in music will follow the school's assessment policy and teachers complete school based assessment sheets on a half termly basis.

Assessment of musical competence is dependent on task and content. A broad set of tasks and settings for music making are provided within the schemes of work.

Pupils receiving tuition from peripatetic instrumental teachers will receive regular reports on their progress and an opportunity to perform in front of audiences within school.

Reporting to parents will follow school guidance procedures and address the end of Key Stage descriptors.

## Monitoring

In developing the framework for music, it is vital that teachers enjoy mutual support and share skills. There must be discussion about the music curriculum as part of meetings, and active support and encouragement from the Music Co-ordinator.

The subject will be monitored and feedback will be given termly to the Head Teacher. Evidence of attainment will be collected and added to the Music Portfolio.

Policy written and approved by Governors November 2009 –amended June 2010 – reviewed and updated May 2015 - reviewed and updated October 2019