

# BROOMWOOD PRIMARY SCHOOL

## MUSIC POLICY

### Introduction

This policy outlines the practices followed in the teaching of Music at Broomwood Primary School. At Broomwood Primary we promote music for all pupils and we encourage the highest forms of creativity. Through a high quality music education, we aim to inspire all pupils to develop a love of music and their talent as musicians. We aim to increase their self-confidence, creativity and sense of musical achievement. Our music curriculum is sequential and progressive, in order to improve the transition of knowledge from the short term to the long-term memory. We revise and revisit the musical knowledge regularly throughout each year, building schema; to embed knowledge into the long-term memory.

### Rationale

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. In our schools, 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. (Model Music Curriculum, 2021)

Music enriches the lives of individuals and groups and is fundamental to being human. Children live in a noisy world, where they need to learn how to listen and understand. Music education involves the whole child, using melody, rhythm, speech and movement. It has close links with other subjects, and provides a foundation for achievement in other areas of the curriculum through the development of auditory awareness and discrimination, improved motor skills, experience of collaborative learning situations, fluency in speech and, hopefully, improved self confidence and a sense of imagination. Creative work in music develops the skills of decision making and selection; and sharing in the creative process of their friends can teach children sensitivity and respect.

### Vision / Mission Statement

Our school Vision is 'Achieve, Believe and Succeed for a brighter future'.

Our school mission statement is: 'To create a positive, enjoyable atmosphere to inspire all to learn and grow'.

### The Aims of the Subject

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

By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

We aim to offer the above skills by integrating them into our thematic curriculum throughout each topic. The skills should not only show the progression through a series of lessons, but also across the year groups. We aim to provide this within a positive and enjoyable atmosphere, which will inspire all children to learn and grow and allow them to achieve, believe and succeed for a brighter future. Our music curriculum uses Kapow to provide teacher's with up to date music training, lessons which link to our thematic curriculum and a range of resources.

We also aim to provide children with the chance to learn an instrument each year from Year 1 to Year 6, through Trafford Music Service. This will provide the children will further musical understanding and the chance to develop their performing skills individually and as a cohort.

## **How it fits into the overall curriculum**

Music is taught across the school by being linked to the thematic curriculum on a two year rolling programme, where possible. Where this is not possible, the lessons are taught discretely alongside the thematic curriculum and through themed days. At Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week.

## **Music Curriculum**

We meet the requirements of the National Curriculum through our thematic curriculum and linking it closely to the Model Music Curriculum. All children throughout Key stage 1 and 2 are given access to music teaching throughout each topic using Kapow as a teaching resource, developing the skills of the musical elements below. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising.

Children will be taught to recognise the musical elements of:-

- pitch
- duration
- dynamics
- tempo
- timbre
- texture

The Model Music Curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening
- Composing
- Performing/Instrumental Performance

Children have access to a variety of instruments as well as developing their singing skills and will be taught about a variety of music from other cultures.

The children will also take part in singing assembly every other week, taken by Mrs Lindop the music co-ordinator, and have access to whole school singing within further assemblies in the school week. Singing is also used in class assemblies and whole school events, such as Harvest assembly and Christmas performances.

## How is the subject taught at each Key Stage, including Foundation Stage?

It is anticipated that the majority of activities will be undertaken with whole class groups. Teachers will use their own judgement as to when and how children should be grouped at these times. Some opportunities for individual work and experimentation should also be provided. Teachers will provide the children with different methods for recording work and all children to invest their creativity within all the elements of music. I.C.T. will be offered and used where appropriate.

In the Early years children have access to music through focus tasks and inside and outside continuous provision. The children will be encouraged to express themselves through music allowing them to experiment with a wide range of musical elements. They learn basic musical vocabulary and can use rhythm and tune to join in a song.

Throughout the school children are taught music through:

- singing
- composing
- reference to musical vocabulary
- instrument playing
- reference to notation / graphic score
- appraising of music
- performing

Within each music session there should be elements of:

- a warm up song
- composition (either in singing or using instruments)
- musical terminology

We aim to vary the teaching methods within each lesson in order to provide constant reinforcement for the music skills being learned. Kagan structures are used to ensure all children are involved and to encourage partner and group work and evaluation.

The use of notation is planned to be built on as pupils move through the school, enabling progression:

| Note name      | Beats         | Creature                  |
|----------------|---------------|---------------------------|
| Crotchet       | 1             | Walk                      |
| Quaver         | 1/2           | Run OR ning               |
| 2 quavers      | 1             | Running                   |
| Minim          | 2             | Stride                    |
| Semibreve      | 4             | Stride                    |
| Semi - quaver  | $\frac{1}{4}$ | Run OR ning OR Fast OR er |
| 4 semi quavers | 1             | Running Faster            |

Outside agencies are brought in to support with the teaching of Music.

- Trafford Music service teaches Years 1 and 2 pupils the ukulele, Years 3 and 4 pupils Samba lessons, Years 5 and 6 pupils African drumming.

- Children have been encouraged to take up group instrument lessons. Some of this will be subsidised using pupil premium funding.
- Rocksteady lessons are starting, which will enable the school to have school bands and performances.
- Other agencies are brought in to perform to the children

## **Planning**

Objectives are taken and used from Kapow and the Chris Quigley document and the planning wherever possible are linked within the topic. To ensure that the children are able to access all objectives, whenever a new topic is planned, care is taken to give children new experiences to ensure progression of skills.

Planning is written as a 2 year rolling programme, so can be integrated or used alongside the thematic planning (dependent on the topic). It is written to be taught using the resources easily accessible to all teachers and using Kapow. All teachers have been provided with a copy of musical notation and characters to display and use in lessons.

## **ICT**

ICT is integrated into the teaching of Music through the use of Kapow to share songs in lessons. The IWB is used in games and to share presentations. Several websites with interactive games and activities, suitable for their age and underpinning class work are used in lessons and could also be used as a treat in class. The staff all film the children at the start of a unit and print of QR codes; then at the end of the unit the staff will film the children again to show their progress.

## **Assessment**

Assessment and recording of individual children's progress will be made in line with the school's assessment policy. At the end of each lesson, the teacher's will use the assessment statements on the Kapow website to assess what the pupils have learnt. This will then inform future sessions. QR codes will be an integral part of assessment recording to go in the children's topic books.

## **Equal Opportunities**

All children at Broomwood School have complete access to Music regardless of gender, ethnic origin or ability. Individual tasks should be structured so that all pupils can achieve success whatever their level of ability or special circumstance, although all pupils will work in a variety of grouping, i.e. individually, in pairs, small groups and large groups.

Broomwood Primary School is committed to promoting equality at all levels and in all aspects. Teachers must therefore differentiate their Music lessons to meet the needs of all pupils. Where necessary teachers must provide suitable equipment and adult support to those who require it to make progress in Music.

## **Gifted and Talented Needs**

Children who are perceived as particularly talented within music must be allowed to progress further by having their learning requirements met through differentiation. Appropriate provision is made to accommodate for such children. Children are encouraged to achieve their full potential in Music,

however where the school's resources do not meet the needs of particularly talented children, extra provision will be sought by either the coordinator or the class teacher.

## **Parental involvement**

Parents are informed of the topics children are learning about through the school website. Parents are invited to some of the music activities which take place within school.

Parents are invited to our musical events, including the carol concert, end of year show, harvest festival and class assemblies. Some parents accompany the choir on trips to local care homes and shopping centres to sing in the community.

## **Health and Safety**

Health and safety assessments are carried out for trips. Risk assessments have been carried out for craft related activities, such as the use of scissors. Risk assessments are also available for the use of the playground / hall which may be used for some activities. All teachers are aware of these risk assessments and use them in their teaching. They are available at the school office.

## **Resources**

There are a number of Music resources available in school - these include a range of instruments and CD's (which are often used to accompany singing assembly). Each teacher has been provided with a set of the music notes and names we use to teach them, along with images - these are displayed in classrooms.

## **In-service Training and Support**

Training is available through Trafford LEA courses, which are run at regular intervals throughout the year. The subject manager attends co-ordinator meetings and reports through staff meetings on developments and issues concerning Music. It is the responsibility of each teacher to take up the training opportunities available to them.

## **Role of the subject coordinator**

- To create an action plan for music with three action points for the year. Every term provide brief feedback on where these actions are up to.
- To liaise effectively with the music service for wider music opportunities.
- To ensure that Music is well integrated into the thematic curriculum and that there is good evidence of composition, which should happen at least once every half term.
- To ensure children's work is assessed at least once a year to gain an overview of how well we are meeting national expectations in Music. Ensure that teachers are using the IPAD's to record QR codes of compositions and to support assessment on a half termly basis.
- To ensure that the curriculum is being implemented and that there is good progression of skills being taught.
- To bid for music money where necessary.
- To organise singing assemblies and be involved in them.
- To organise the children to sing in the community: Tesco's, care homes, etc.
- To support staff with Christmas and end of year shows.
- To ensure that music resources are kept tidy and that they are labelled.

- To organise peripatetic teachers and encourage more children to access and develop their music further.
- To lead the choir and ensure they sing regularly in assemblies.
- To organise a meeting with the link governor to discuss the action plan and standards in Music.
- To keep the policy up to date and ensure that it is implemented.

## **Role of the Headteacher**

To monitor the planning and teaching of Music throughout the school.

## **Policy review**

This policy will be reviewed and revised in line with the developments in the Primary Curriculum and the school development plan.

Reviewed January 2024 V Lindop

Approved by Governing Body \_\_\_\_\_

Date \_\_\_\_\_