

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'.

Broomwood Primary is a happy and inclusive school in which all children are supported in achieving their full potential. Our core values of: Respect, Commitment, Togetherness, Welcoming and Nurturing are the foundations of everything we do and are the roots from which our curriculum and school ethos 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.

Intent

We use the Kapow Primary music scheme to enhance our curriculum of music. The intent of the music curriculum is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop their musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Our scheme of work enables pupils to meet the end of key stage attainment targets outlined in the national curriculum and the aims of the scheme align with those in the national curriculum.

The long-term plan shows how the schemas are taught across the 2-year cycle. Our progression of skills document shows how musical skills are developed and built upon over the music curriculum. Our progression of listening skills document shows how children across the school are given broad listening experiences covering a wide range of musical genre and styles.

Implementation

Our Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each lesson unit combines these strands within a cross-curricular topic and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music- pitch, duration, tempo, timbre, structure, texture and dynamics- and use these expressively in their own improvisations and composition.

The instrumental lessons e.g. the recorder allow lower key stage pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum.

The music scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are practical and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning. Lessons are designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively.

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 and whole school events, such as Harvest assembly and Christmas performances.

Impact

Through our curriculum Intent and Implementation, we ensure that:

All children are accessing the substantive knowledge taught and where necessary reasonable adjustments are used to support access to this. Through formative and summative assessments, we can track the progress of individuals and groups, ensuring that all children are making progress within music.

Where children are struggling to consolidate the substantive knowledge a graduated approach of support is implemented for all. At this point, the disciplinary and substantive knowledge is still taught, however the resources selected will be differentiated to enable all children to achieve the objectives. On Kapow, each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit there is a performance element where teachers can make a summative assessment of pupils' learning. Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary.

After the implementation of our music curriculum, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives. Children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectation outlined in the national curriculum for Music.

Foundation Stage

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 musical vocabulary and can use rhythm and tune to join in a song. In Reception, the children are taught music using Kapow lessons, which are engaging and interactive. In Preschool and Nursery, the children use Music Playtime and engage with a range of exciting musical activities and experiences.

Notation

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

Wider Curriculum Activities

Within music we provide the pupils with a range of musical opportunities to develop their skills and love of learning for music. These include:

- KS1 and KS2 whole class instrumental and vocal projects for example, the ukulele for KS1, samba for LKS2 and African drumming for upper KS2. Towards the end of these instrumental projects, the pupils have the opportunity to perform to the parents and for the rest of the school.
- We provide the children with a range of musical lunchtime and after school clubs e.g. the recorder club, choir and performing arts. The choir and recorder club perform pieces during assemblies. At Christmas, we take the choir to perform in Altrincham Town Centre and to the local nursing homes.
- Performance is at the heart of Broomwood and the children are encouraged to perform to an audience regularly e.g. Harvest Festival, Christmas, class assemblies, ukulele performances, recorders, Rocksteady concerts etc.
- We build links with the local Grammar Schools, which include visits from past pupils who will come to take to the children and perform pieces of music.
- During the summer term, Year 5 take part in the Trafford Music Singing Festival at The Garrick Theatre. This enables them to sing and play alongside other pupils from other schools. Furthermore they listen to a wide range of professional musicians perform.
- School subsidise group guitar and ukulele lessons for pupil premium children, so each week they receive a group lesson with Trafford. Some pupil premium children also benefit from Rocksteady lessons.
- Children who have shown a real flair for music have been subsidised to continue with private tuition e.g. guitar and ukulele. Other pupils have private tuition which has been funded by their parents. These pupils have performed pieces at the Christmas concert and other times of the year. Opportunities and space are provided at lunchtimes for pupils to practice each week within school.
- Music is embedded throughout the EYFS curriculum and classrooms are set up to promote the children's passion and development of music. The learning and development of music is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Music within the EYFS helps to develop the child's phonics, language and attention and listening skills.
- Equal opportunities and cultures are promoted where we provide knowledge of a range of music composers and music from different cultures. We teach the children about male and female composers. We look at different composers in History and we also look at a range of musicians, including from the local area. Music coverage across key stages is broad and builds on previous learning.
 - Rocksteady lessons take place, which enable the school to have school bands and performances.
 - Other agencies are brought in to perform to the children e.g. Rocksteady

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 2026 V Lindop

Approved by Governing Body _____

Date _____