

# Music Policy



## Bretherton Endowed CE Primary School

*Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.*

## How do we teach Music at Bretherton Endowed?

Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects our culture and society and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can be a highly academic and demanding subject. It is also important in helping children feel part of a community.

### Intent

At Bretherton Primary school, our music curriculum is designed to progressively develop children skills in the areas of musical appreciation (listening and discussing), performance on instruments and with voice, using their voices expressively and creatively, composition and recording and evaluating musical performances. We encourage children to focus on the work of great musicians for inspiration and exploration, and to build up a repertoire of techniques and approaches that they can apply in their own compositions.

At Bretherton Endowed Primary School aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music;
- enjoy and appreciate a wide variety of musical styles;
- make and quantify judgements about the quality of music;

*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 Music (2014)

### Implementation

At Bretherton Endowed CE Primary School we recognise that musical teaching and learning is not neat or linear and that children do not learn in straight lines. Repeating a musical skill doesn't mean their progress is slowing down or their development is moving backwards, it enables pupils to reinforce musical understanding in order to improve the quality of their musicianship.

Our Music curriculum allows children to develop new music skills and concepts whilst also revisiting and embedding established musical skills and concepts. We recognise that achieving mastery in Music means gaining both a deeper understanding of musical skills and concepts whilst also learning something new.

Music is a foundation subject in the National Curriculum and the Music curriculum at Bretherton is in line with the 2014 Primary National Curriculum in England requirements for KS1, KS2 and the Early Years Foundation stage curriculum. Music teaching will deliver the requirements of the National Curriculum through planned lessons and the Kapow scheme of work, ensuring consistency and progression throughout the school.

Music at Bretherton follows the Kapow scheme of work which enables clear coverage of the music curriculum whilst also providing support and CPD for less confident teachers to deliver lessons. The units are tailored and use the 'freestyle' element of the package to provide thematic, cross curricular lessons that also follow children's interests. Music lessons are broken down into half-termly units and flexibility is provided to enable teachers to link with other subjects and follow pupil's current interests. An emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology. Our Year 4 and Year 5 children also experience the opportunity to learning to play a musical instrument throughout the year, via weekly lessons, as a taster in the hope they will take up regular music tuition

Each unit of work has an on-going musical learning focus and a unit specific focus to enable previous musical skills to be embedded. Music lessons usually follow a specific learning sequence:

- Listen and Appraise
- Musical Activities (including pulse and rhythm)
- Singing and Voice
- Playing instruments
- Composition
- Perform and Share

Our progression model also follows the same learning sequence to ensure all interrelated elements of music are covered and implemented.

Music teaching is practical and engaging. 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 "hands-on" and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Performance is at the heart of musical teaching and learning at Bretherton and all pupils participate in a key stage performance. Pupils also take part in Harvest assemblies, Christmas and Easter services, singing assemblies, local music festivals and pupils from reception to Year 6 perform regularly in church. Pupils who are confident are also encouraged to perform in solo performances. Parents are invited and welcomed to watch all of these performances whether at school or outside of school. Visits from and to live musicians enable children to appreciate a range of high quality musicians, traditions and composers.

Our music teaching is not only focused on performance but also providing our pupils with an understanding and appreciation for music. Through our music lessons children study a wide range of musical styles and genres from a range of musical periods. We encourage pupils to listen to a range of genres with a weekly genre focus and a different piece of music daily. This enables them to compare genres and discuss musical elements.

Peripatetic music teaching is organised by private tuition and these lessons are paid for solely by parental contributions on a termly basis. These lessons are normally taught to individual or small groups of children either after school at lunchtime or during normal lessons. Every effort is made to ensure children do not miss learning within class. We subscribe to Lancashire Music Service who provide guitar lessons and Red Admiral brass who provides professional music instrument instruction in Class 3 (year 4/5). Children are provided with an instrument and weekly instruction and will take part in performances at least twice a year and invite parents to share in their learning. We have an active choir which is open to pupils in KS2 who attend and perform at various concerts throughout the year. Pupils in the school choir meet once a week and focus on teamwork, singing in unison, developing harmony, solo performances and having fun!

We provide opportunities for all KS2 pupils to learn a musical instrument should they wish to, regardless of their background. Pupils can also loan out the instruments to practise at home.

## **SEND/PPG/Higher Attainers**

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks, which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty for more able children;

- differentiation in planning for children who have been identified as ‘gifted’ and ‘talented’ through enrichment and extension activities. (Those children who are very able, or have a range of musical experiences to draw upon are encouraged to use and develop their talents both within the curriculum, and through extra-curricular performances e.g. music assembly)
- extra support for SEND children where necessary and possible

## **Impact**

Our Music curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and like in other subjects, discreet teaching of vocabulary also forms part of the units of work.

If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Governor monitoring with our subject governor.
- Moderation staff meetings with opportunities for dialogue between teachers.
- Annual reporting and tracking of standards across the curriculum.
- Photo evidence and images of the pupils practical learning.
- Video analysis through recording of performance in lessons.
- A reflection on standards achieved against the planned outcomes.
- Dedicated music leader time.
- School tracking system

## **EYFS**

As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. Kapow is also used at the Foundation Stage. Music contributes to a child’s personal and social development. Counting songs foster a child’s mathematical ability and songs from different cultures increase a child’s knowledge and understanding of the world.

## **Monitoring and Evaluation**

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how

they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. We use this as the basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

## **Health and Safety**

Children are always encouraged to use instruments carefully and safely. An instrument, which is blown, should have the mouthpiece cleaned after each use.

## **Equality Statement**

At Bretherton Endowed CE Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

J Clarke – Music Lead

October 2022

This policy will be reviewed on line with our review cycle, typically every 2 years.