

Bullion Lane
Primary School



Music Policy

Intent

This document reflects the values and philosophy of Bullion Lane in relation to the teaching and learning of Music. It provides a framework within which all staff work and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the online resources of 'Charanga' and the Music Express Scheme of work, which have been adopted by the school, and can be used as a springboard to develop the individual teacher's ideas in a personal way within the school's guidelines. This should enable teachers to design a programme of activities that is responsive to their own and children's skills and needs in Music at that particular time.

Audience

This document relates to pupils in Key Stages 1 and 2. The children in the Foundation Stage follow the Early Years Foundation Guidance.

This policy is intended for all teaching staff and staff with classroom responsibilities, the School Governors, parents, inspection teams and Durham LA.

This policy document, after presentation to, and agreement by, the staff and Governing Body, is available to all teaching and non-teaching staff and the School Governors.

Philosophy

Music is a powerful, unique form of communication that can change the way children feel, think and act. As an integral part of culture, past and present, it can help children to understand themselves and relate to others. The teaching of Music develops children's ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of music-making, helping children to acquire a sense of group identity and togetherness. Music increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Music is a non-core Foundation subject within the National Curriculum. The aims of teaching Music are consistent with Bullion Lane's philosophy and take account of the National Curriculum.

The main aim of Music education is to develop children's sensitivity to, and their understanding of, music, through an active involvement in performing and composing, listening and appraising.

When teaching Music, we aim to:

- ◆ Develop and extend children's own interests
- ◆ Increase pupils' ability to make judgements on musical quality
- ◆ Aid the children to acquire the knowledge, skills and understanding needed to make music, for example in community music-making
- ◆ Develop the pupils' skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, aesthetic sensitivity, perseverance, self-confidence and perception
- ◆ Promote positive attitudes towards, and enthusiasm for, music work in school
- ◆ Develop children's social skills and awareness when they make music together
- ◆ Develop each of the interrelated skills of performing, composing and appraising in all activities.

Children at Bullion Lane follow the National Curriculum for Music and work at levels appropriate to their ability. It is expected that most children will achieve the standard relevant to their age group.

Objectives

In the teaching and learning of Music, we can identify a number of objectives.

The children should have the experience to enable them to:

- ◆ 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.
- ◆ Explore, and enjoy, the way sounds and silence can create different moods and effects
- ◆ Develop their understanding of how music is created, produced and communicated.
- ◆ Develop understanding of pitch, dynamics, tempo, timbre, texture, structure and appropriate notations and how they are all inter-related.

Music support, through the provision of specialist support from the Music Service working alongside class teachers, can be offered through the First Access / Little Fingers programmes. We actively promote visits from musicians from a wide variety of music genre. In addition to these experiences, extra-curricular clubs are run to enhance the Music Curriculum. At present, we have a very popular performing arts club that puts on two shows a year. We also have two lunchtime / after school recorder clubs so that children can continue playing after 'First Access'.

Implementation

National Curriculum

The subject consists of a Purpose of Study, Aims, one Attainment Target and Subject Content. The Subject Content outlines basic requirements and is divided into bullet points for Key Stage 1 and 2.

The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Most children should achieve the expected Attainment target by the end of their key stage.

Foundation Stage

During the Foundation Stage, young children are given the opportunities within the EYFS for Creative Development. They are taught to recognise and explore how sounds can be changed, sing simple songs from memory, identify repeated sound patterns, and match movements to music.

Key Stage 1

During Key Stage 1, pupils build on their natural enthusiasm for music, using this enthusiasm to listen, and respond physically, to a wide range of music. Children explore and enjoy sounds, creating different moods and effects. They play musical instruments, sing songs from memory and create accompaniments with increasing confidence. They are introduced to inter-related dimensions of music and start to select, create and combine sounds.

Key Stage 2

During Key Stage 2, pupils sing songs, and play instruments with greater confidence, skill and expression. They improvise and develop their own musical compositions, in response to a variety of stimuli. They then record their compositions using musical notations. They explore their own thoughts and feelings through responding physically, intellectually and emotionally to different types of music. They listen with attention to detail and also learn about the history of music.

The Programmes of Study

The school follows the National Curriculum Programmes of Study.

Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ Use their voice 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 inter-related dimensions.	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural; memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ 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.

Breadth of Study

Key Stage 1

During Key Stage 1, pupils should be taught the knowledge, skills and understanding through a range of musical activities that integrate performing, composing and appraising. They should respond to a range of musical starting points, working on their own and in groups, and they should listen to live and recorded music from different times and cultures.

Key Stage 2

During Key Stage 2, pupils should be taught the knowledge, skills and understanding through a range of musical activities that integrate performing, composing and appraising. They should respond to a range of musical and non-musical starting points working on their own, in groups and as a class. They should use ICT to capture, change and combine sounds and listen to live and recorded music from different times and cultures.

Throughout Key Stage 1 and Key Stage 2 there should be progression. By the end of Key Stage 1, the performance of the great majority of children should be within national expectation.

Curriculum and School Organisation

In order to achieve the aims outlined, the teaching of Music at Bullion Lane organises Music into a combination of units and topics as laid out in both Charanga and Music Express schemes working alongside our cross curricular topic cycle.

Subject planning and evaluation for Music work is usually incorporated into Year Group planning and evaluation each term or half-term. This is seen in teachers' half-termly foundation plans. Planning and evaluation of work in Music is undertaken on a unit basis by the class teacher in conjunction (if different) with the session leader and can be seen in the medium-term plans.

Teaching Music at Bullion Lane is primarily a practical activity, using the Music resources available for teachers and children, as outlined in the planning. This is supplemented by the internet, the Charanga site, CDs, DVD's, interactive whiteboards and, whenever possible, live music.

As a curriculum area, Music is part of the arts Team. One designated member of the team receives any information or resources that arrive in school, but decisions regarding Music work and the development of the Music Curriculum in school involves all members of the Arts Team.

Scheme of Work

Bullion Lane mainly follows the QCA Scheme of Work, using Charanga and Music Express in both key stages. Careful attention is made to ensure coverage of all National Curriculum strands, taking into consideration our cross curricular topic cycle where ever possible.

Medium term planning is made up of knowledge, skills and key vocabulary.

Mixed-age Classes

Where there are mixed-age classes, work in Music is organised in cycles over a two- year period. Close monitoring of learning objectives and differentiation strategies of the individual units within plans is required to ensure that individuals and groups within the class can make the progress appropriate to their age, maturation and previous experience.

Progression and Continuity

Within the Scheme of Work, learning activities are in sequence to ensure continuity and progression. Progress in Music can be characterised by the children:

- ◆ being able to sing in tune, with expression, maintaining their own part with awareness of how the different parts fit together to make the overall effect
- ◆ being able to improvise melodic and rhythmic phrases as part of a performance
- ◆ composing by developing musical structure
- ◆ performing by ear and from simple notations
- ◆ being able to describe, compare and evaluate different types of music
- ◆ suggesting improvements to their own and others' work.

Class Organisation and Teaching Style

Music is seen as having particular links to work in most Curriculum areas, especially ICT and Art and Dance, and provides opportunities for teaching the following aspects:

- ◆ Citizenship
- ◆ European awareness
- ◆ Careers Education
- ◆ Multicultural Education
- ◆ Equal Opportunities

Music, and the age and ability of our pupils, requires the following resources: musical instruments, television programmes and recordings, computer-based material, CDs, DVD's, Internet, recording devises, interactive whiteboards, and musical recordings and playing equipment.

Assessment, Recording and Reporting

Assessment is based on a combination of TA and pupil assessment. Records are updated and these should be used to inform the annual report to parents and end of key stage assessments.

Assessment opportunities are identified in each unit of work. At the end of each unit teachers should make note of those pupils who achieve higher or less than the expected level of their age.

By the end of Key Stage 1, the performance of the great majority of the pupils should be within national expectation.

By the end of Key Stage 2, the performance of the great majority of pupils should be within national expectation.

Resources and Accommodation

A variety of Music resources are kept in school. Musical instruments are kept in a portable trolley, larger instruments are kept in cupboards which are housed in corridors for easy access, books and recorded music are kept in storage boxes in the corridor. These resources are available to all staff. The instruments are a valuable resource and children should be shown the correct way to look after them, so that the instruments are not damaged. This practice is built into the Scheme of Work in the Foundation Stage and should be reinforced throughout the school.

INSET Provision

Will be provided when highlighted within the school improvement plan.

Equal Opportunities

All teaching and non-teaching staff at Bullion Lane are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.

All Key Stage 2 children are entitled to attend extra-curricular music activities provided by the school staff for their age group. In Bullion Lane, extra music lessons are provided by the Durham Music Service, which does make a charge for these lessons. Children use instruments which they hire for a significantly subsidised amount. All year 3 children learn an instrument for a term as part of the First Access route; they then have the opportunity to continue playing and developing their skills.

Special Educational Needs

All children at Bullion Lane are given the opportunity to develop skills to the very best of their ability. Wherever possible, all children participate in the whole Music Curriculum. For children who have physical disabilities, some modification might be needed to this area of the curriculum. Any modification is made in consultation with Support Staff, the Physiotherapist and SSAs. See Policy for Special Educational Needs

Links with Other Areas of the Curriculum

As well as making its own contribution to the school curriculum, Music contributes to the wider aims of Primary education.

English

With careful planning, Music can provide opportunities for children to gain and maintain the interest of an audience as they take part in performances. They can talk about, and discuss, options open to them. They can describe what they see and explain what they intend to do.

PSHE and Citizenship

Throughout the Scheme of Work, children have opportunities to work with others, listen to their ideas and develop good relationships and respect. Music encourages co-operation and collaboration with others, as children play in groups, large and small. Children develop an understanding of music from different cultures, backgrounds and age groups, recognising the contribution these make and the pleasure they give. Music helps children to develop confidence and responsibility and to make the most of their abilities, for example by taking a lead in performing activities.

Impact

Evaluation is carried out to improve the teaching and learning of Music within Bullion Lane. All staff, teaching and non-teaching, appraise the curriculum provision made for Music within the school, in order that pupils make the greatest possible progress.

Evaluation includes a regular review of the content of the Music Curriculum to ensure that National Curriculum requirements are being fulfilled. This involves considering the coverage of Programmes of Study at each Key Stage. Pupils' progress and performance is judged, taking account of factors that might influence this, such as teaching methods, resources, Schemes of Work and accommodation. The organisation of the Music Curriculum and teaching styles are evaluated regularly. The effectiveness of any INSET for Music provided internally or by an external agency is assessed.

Evaluation can be by a number of methods, including: the assessment of pupils' work and achievements; the analysis of teachers' planning; discussion amongst groups of staff or all staff; classroom observation, and external inspection and advice.

This policy will be reviewed every 2 years.

Next review date: February 2024