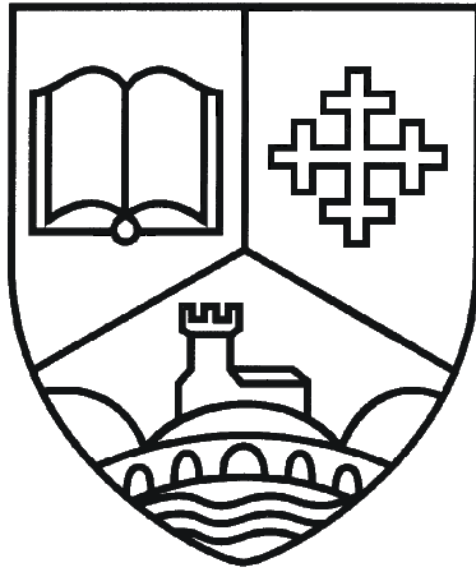


# **Bidford-on-Avon C.E. Primary School**



## **Policy for Music**

## 1. Introduction

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave Bidford on Avon Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives. The school was awarded the Music Mark in 2022 in recognition of our high quality music education.

## 2. Purpose of study, intent and aims

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 develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The aim of music teaching at Bidford-on-Avon C.E. Primary school is to develop children's sensitivity to, and their understanding of, music, through an active involvement in performing and composing, listening and appraising. Through learning music, children develop an awareness and appreciation of musical traditions, from past and present, in a variety of cultures. This helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. Active involvement in different forms of music-making at Bidford develops a sense of group identity and togetherness, and increases self-esteem, self-discipline and creativity. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Children are taught to make music together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

The aims of music in our school are:

- 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
- To 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
- To 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.

## 3. Teaching and Learning

### Music in the Early Years

We teach music in Reception classes as an integral part of the topic work covered during the year. As part of the Early Years 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). 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. Children recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements through music. This development is facilitated through adult-led and child-initiated activities. Reception classes also have access to the Charanga Music Scheme.

### Key Stage One and Two Curriculum

Our school uses the Charanga scheme as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning.

The learning within this scheme is based on:

- Listening and Appraising,

- Musical Activities (including Creating and Exploring)
- Singing and Performing.

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

### **Singing**

Many aspects of good singing and good singing teaching are processes that will develop slowly over time. The following principles are kept in mind as pupils develop their vocal potential through the Key Stages:

- Warm ups will help pupils use their voices safely and they will typically include vocalising, sirening and simple scales, as well as games to energise pupils.
- Breathing. Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.
- Posture. A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well-focused sound. Pupils, especially younger pupils, will often want to move to the music and this helps to facilitate that.
- Dynamics. When appropriate, class singing should include a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting.
- Phrasing gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.
- Context. Music can often be brought to life by considering the context in which it was written, or by discussing the meaning of any words.
- Vocal health. Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed.

### **Listening**

Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing.

Music is one of the central building blocks of any culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world. Teachers are encouraged to use pieces from a wide range of cultures and traditions, so that pupils gain a broad aural knowledge of Western Classical Music, Popular Music (defined broadly) and Traditional Music from around the world.

### **Composing**

The creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. As pupils travel through the Key Stages, they will develop the craft of creating melodies and fashioning these into short pieces. As an integral part of composition work, pupils should practise recalling, e.g., melodic shapes, harmonic sequences, rhythmic patterns and sections of their compositions.

### **Performing**

Creating opportunities to celebrate, share and experience music of all kinds will consolidate the learning within the music curriculum. The following principles of performance apply:

- Develop confidence on stage by engaging with an audience and respecting fellow performers.
- Consider the performance so the sequence of items maximise impact and maintain audience engagement.

- Encourage peer feedback and an environment where pupils can constructively express their thoughts on performances.
- Seek out opportunities for collaboration.

### Additional music teaching

All children begin to learn to play the Ocarina in Year 2 and this is developed in to Year 3 and Year 4, where pupils develop their confidence in playing a range of music and use notation to read music There is also a Key Stage 2 choir which children are encouraged to join.

In order to enrich the musical experiences of all our children, Bidford on Avon Primary school currently welcomes a range of external providers who work with the different year groups for a number of weekly sessions over the school year.

Examples of external providers are:

- Year 2/ Year 3 and Year 4 Ocarina lessons
- Year 1 – year 6 singing activities over the year provided by Warwickshire music services.
- Opportunities to play in a band or ensemble through local secondary academies

Warwickshire Music Service provides peripatetic musical instrument tuition. Lessons are taught to small groups of children from Year 3 upwards who have chosen to learn one of a variety of brass or string instruments. Parents are requested to purchase or hire the instrument and pay the additional music lesson fees on a weekly or termly basis.

### Musical events

Children take part in singing practice, assemblies and have opportunities to perform in public, for example groups have children have been invited to sing in the local community within care homes at Christmas time. The whole school visits our local church at Christmas and we sing carols together. Children are also given the opportunity to listen to a range of music at the beginning and end of our assemblies. At Christmas time, the whole school takes part in a musical performance of some kind. At other times of the year e.g. Harvest, Easter and class assemblies, year groups or the whole school get together to provide appropriate musical entertainment. Children are invited to join the young voices after school club where we rehearse songs to sing together as a large choir at Birmingham arena to parents and carers. Opportunities through local high schools e.g Rock Band and Warwickshire music service are also accessed to extend pupil's experience.

## **4. Music Curriculum Planning**

Music is a discrete subject within the National Curriculum for both Key Stages 1 and 2. Music curriculum planning is organised in three ways, long term schemes of work, medium term and short term planning. (See curriculum policy). Curriculum maps also outline the whole curriculum studied each year at each phase. Long term schemes map out the elements of the music programme of study studied each year for KS1, LKS2 and UKS2. Schemes identify the relevant content, key objectives and key vocabulary studied in each unit of work. Supporting Progression maps also outline the key learning to be attained at the end of KS1, lower KS2 and Upper KS2.

Medium and short term planning builds upon their prior learning and long term schemes detailing the aim, content, key vocabulary, key knowledge, resources, assessment milestones, cross-curricular links and cultural capital and series of differentiated lessons taught over each unit of work, relevant to the Key Stage and class. All planning is completed on standardised planning proformas to ensure consistency in content and expectation.

As we have mixed age classes planning is done as part of a rolling programme. This ensures children have complete coverage of the National Curriculum and do not have to repeat topics.

In the Early Years Foundation Stage children recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements through music. This development is facilitated through adult-led and child-initiated activities.

In KS1 children begin to use their voices expressively and creatively; play tuned and untuned instruments; listen with concentration and understanding to a range of music and experiment with creating, selecting and combining musical sounds

In KS2 children sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas and reproducing sounds from memory.

Pupils are 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 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.

The timing allocated to teaching music each term is outlined in the curriculum policy.

Music is delivered as individual and blocked lessons. Blocked lessons provide consistent time for pupils to develop, review and adapt pieces of work within a sustained time frame, whilst individual lessons might focus on developing a key musical skill or knowledge

#### Cross-Curricular links.

At Bidford we believe it is important that meaningful links are made with other curriculum subjects. English, maths, art, history, geography, science, PE and PSHE all have an important part to play in developing musical skills or understanding.

#### Well Being and SMSC.

We provide an education that gives pupils opportunities to explore and develop their values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of social and cultural traditions and an appreciation of the diversity and richness of other cultures, including British Values of democracy and equality.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum.

Every child can enjoy and achieve through music. Creating music allows children to make positive contributions both as performers and audience; participation develops self-reliance, cooperation and collaboration. Making music can also actively promote a healthy outlook, physically (through improved posture and breathing techniques), mentally and emotionally. Music and spirituality are intricately related, with spirituality often being the inspiration for the creation of music, and music so often creating the desired atmosphere for a spiritual occasion. Music is a significant catalyst for inviting reflection, and as a vehicle for transporting pupils into a place of mystery, beauty, and grace.

#### Community cohesion and British Values.

Through our music planning, links are made to community cohesion by looking at the importance of music in our local area and other cultures and how this has impacted the local communities' development and the wider world.

### 5. **Impact**

Children will:

- enjoy and appreciate a wide variety of musical styles;
- explore how sounds are made, and how music is produced by a variety of instruments;
- develop imagination and creativity;
- build a sense of pulse and rhythm;
- understand a range of musical vocabulary;

- develop the interrelated skills of composition, improvisation, performance and appreciation;
- enjoy a wide range of songs and sing in tune;
- develop positive attitudes and to experience success and satisfaction in music.

## 6. Management of Music within the school.

The music subject manager is responsible for:

- Compiling, carrying out and evaluating the school music action plan.
- Maintaining and updating the subject leader folder.
- Coordinating subject assessment and monitoring.
- The organisation of music resources within the school.
- Keeping informed of changes and updates in music teaching, for example by attending Leading Learning Network meetings and feeding back information to the rest of the staff.
- Supporting the Senior Leadership Team in the monitoring of standards in children's work and of the quality of teaching music.

## 7. Health and Safety

In organising visits and the use of musical instruments (including electrical instruments) staff need to consider issues of health and safety and pupil safeguarding, referring to the relevant policy, risk assessments and documentation.

In performances, demonstrations, visits or the use of musical equipment staff need to consider issues of health and safety and pupil safeguarding, referring to the relevant policy and documentation. They will also explain the reason for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking music activities.

The following considerations are carried out to prevent children from being put to unnecessary risk:

- All tools and practical equipment are kept in good condition, stored safely and well-organised.
- Wind instruments e.g. ocarinas are appropriately cleaned after every use to avoid cross infection
- Children are provided with appropriate training in the use of equipment and are supervised where appropriate.
- Performance areas are appropriately arranged to prevent slips, trips or falls.
- Allergies and potential health risks are considered with all fieldwork and visits.

All trips/visits must be risk assessed and an EVOLVE risk assessment form completed and signed by the Educational Visits Coordinator (EVC). Follow guidance in the Educational visit policy regarding arrangements for all trips.

## 8. Safeguarding

All activities in Music will be managed within the guidelines stated in the school safeguarding policy. All additional adults/volunteers supporting Musical activities must be informed of their safeguarding duties and checked with the office/safeguarding leads for their suitability before being asked.

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The use of digital devices and the internet by staff and pupils will be managed within the guidelines stated in the online safety policy.

## 8. Assessment and Recording.

Teachers assess children's work in music by making informal judgements as we observe them during each music lesson and through the use of different types of questioning (Assessment for Learning). Recording in music may include visual

or audio recordings of performances, or in some cases a written response. At the end of each unit of work, the teacher makes a judgement about the skills and performance of each pupil if they have yet to attain, met or exceeded the unit objectives linked to the national curriculum – a conglomeration of this data is used to assess pupils attainment at the end of the year. Key Stage teams complete a termly subject review, which support improvement in planning and resourcing of subjects and the subject leader completes an annual subject action plan/review and end of year subject report to support the monitoring of standards in the subject.

The Music subject manager keeps levelled samples of children's work in a portfolio.

## **9. Resources**

The following resources are available to aid the teaching of music at Bidford on Avon Primary School;

- Charanga music scheme – all teachers and TA's have individual logins
- sound system, laptop and projector in the hall
- a range of musical resources on CD which includes classical, popular and cultural music
- a selection of un-tuned percussion instruments
- tuned instruments – glockenspiels and recorders
- class sets of ocarinas

## **10. Equal opportunities**

Activities are carefully planned by the class teacher and differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

## **11. Inclusion**

We recognise that in all classes, children have a wide range of musical ability, and so we seek to 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:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

## **12. Monitoring and review.**

Monitoring of the standards of the children's work and of the quality of teaching of music is undertaken to ensure that pupils make the best possible progress. The annual music action plan outlines yearly subject improvement tasks and reviews the previous year's actions. Subject leaders conduct termly/ yearly monitoring activities looking at standards, planning and pupil experience. Governors meet periodically with subject leads to review the intent, implementation and impact of their work.

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