



Music Policy

Brierley CE (VC) Primary School

Approved by:	Governing Body	Date:
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1. Purpose of the policy

This policy reflects the aims and values of Brierley CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Subject vision

At Brierley CE Primary School we believe that Music stimulates creativity and imagination, providing a unique way of understanding and responding to the world. It enables children to communicate what they see, hear and experience. Music reflects the culture and society we live in as well as cultures from around the world.

We provide many opportunities for all children to create, play and perform musically. We develop skills necessary to appreciate a wide-range of Music. The appreciation and enjoyment of Music enriches all our lives, developing children's creativity, self-esteem and confidence.

3. Aims and outcomes

- To improve the children's ability to play instruments and develop their vocal techniques.
- To know and understand how music is made through a variety of instruments and that it can be composed and written down.
- To develop the inter-related skills of performing and composing within Music.
- To develop increasing confidence in Music.

- To foster an enjoyment and appreciation for Music and a knowledge of performers.
- To develop an understanding of the History of Music.
- To develop their improvisation and compositional skills.
- To listen and appraise a wide range of live and recorded music.

4. Teaching and learning

Music is taught through a mixture of whole class teaching and individual/group activities. We give children the opportunity within lessons to work on their own and collaborate with others. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

The music curriculum is delivered through the activities of Performing, Listening, Appraising and Composing (as set out in the Charanga Model Music Scheme of work which we follow). The Music scheme of work provides a balanced programme that ensures all pupils follow a clear sequence of lessons with progression evident throughout each year group.

All pupils in Year 4 learn the recorder. This gives children gives the opportunity to perform in a variety of ensemble settings as well as develop a new skill through learning to play the recorder. We take part in the Barnsley Music festival each summer term and invite parents to come along to watch the children perform.

Pupils engage in practical music lessons which give them access to opportunities for learning and exploring music through performing, composing, listening and appraising. Brierley offers learning opportunities that build on pupils' previous experiences. Pupils can link their experiences of composition and performance to those listening to recorded or live music. Pupils develop their awareness of the differences and similarities between music from different eras and countries.

We recognise the fact that we have children of differing ability in all our classes, and 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 through a range of strategies:

- Setting tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Providing a range of challenges with different resources.

5. Curriculum overview

Here at Brierley, pupils will follow a music curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to confidently learn and explore music through performing, composing, listening and appraising. Children will know more, remember more and understand more.

5.1 Early Years Foundation Stage (EYFS)

Children in Reception have weekly Music lessons with the class teacher. We relate the musical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The range of musical experiences encourages children to make connections between one area of learning and another and so extends their understanding.

- Weekly hymn practise assemblies
- Weekly Music lessons
- Christmas and end of year performances

5.2 Key Stage (KS) 1

In KS1, pupils will:

- Use their voices 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 of music
- Take part in hymn practise assemblies
- Take part in Christmas performances

The topics we teach in music are outlined in the programmes of study/curriculum map for music (see section 5.4).

Detail of programmes of study/curriculum maps can also be found on the school shared file and on the school website.

5.3 Key Stage (KS) 2

- In KS2, pupils will 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.
- **Pupils should be 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.
- Take part in hymn practise assemblies
- Take part in Christmas performances
- Choir practise for Young Voices

The topics we teach in music are outlined in the programmes of study/curriculum map for music (see section 5.4).

Detail of programmes of study/curriculum maps can also be found on the school shared file and on the school website.

5.4 Programmes of study

	Autumn term	Spring term	Summer term
EYFS	Me Joanna Mangona	My Stories Joanna Mangona	Our World Joanna Mangona
Year 1	My Musical Heartbeat Dance, Sing and Play!	Exploring Sounds Learning to Listen	Having Fun with Improvisation Let's Perform Together!
Year 2	Pulse, Rhythm and Pitch Playing in an Orchestra	Inventing a Musical Story Recognising Different Sounds	Exploring Improvisation Our Big Concert
Year 3	Writing Music Down	Compose Using your	Exploring Improvisation

	Playing in a Band	Imagination More Musical Styles	Opening Night!
Year 4	Musical Structures Exploring feelings when you play Whole Class Recorder	Compose with you friends Feelings through Music Whole Class Recorder	Enjoying Improvisation The Show Must Go On! Whole Class Recorder
Year 5	Melody and Harmony in Music Sing and Play in Different Styles	Composing and Chords Enjoying Musical Styles	Freedom to Improvise Battle of the Bands!
Year 6	Music and Technology Developing Ensemble Skills	Creative Composition Music Styles Connect Us	Improvising with Confidence Farewell Tour!

6. Cross-curricular links

Mathematics:

Music contributes to the teaching of mathematics through the understanding of rhythm and pulse, musical structure and time signatures.

Philosophy for Children:

Music can be used as an inspiration point for philosophical discussion at the start of Foundation subjects.

History:

Children develop an understanding of the History of Music throughout the Music curriculum.

Personal, social and health education and citizenship:

Through making music, children learn to work more effectively with other people and build upon good relationships. Music is the basis of many social activities and has an important role to play in the personal development of children.

Spiritual, moral, social and cultural diversity:

Listening, creating and performing in Music can be a moving and even spiritual experience. We encourage children to reflect on the important effect that Music has on people's moods, senses and quality of life. Children at Brierley have the opportunity to encounter Music from many cultures and through a growing knowledge and understanding of a range of Music, they develop more positive attitudes towards other cultures and societies.

7. Assessment and recording

7.1 Assessment

Brierley CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

The class teacher assesses children's work through formative assessment during lessons and by end of unit recordings. At the end of each unit of work, the teacher makes a summary judgement about the work of each pupil, recording it termly on assessment trackers.

Formative assessment

Formative music assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment

Summative assessment is completed termly, based on the historical skills that the medium-term plan requires as a key focus.

At the end of each school term pupils will be assessed within 1 of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

7.2 Recording

This may take the form of photographs, pictures, notes or written work, and recordings of performances.

8. Resources

8.1 Textbooks and other equipment

All classrooms have a basic set of musical instruments which they can keep and use when they are needed. Central resources are kept in the music store room. Class teachers are responsible for collecting instruments and putting them away safely and tidily in order for other staff members to access them. The music lead is responsible for ordering new resources.

The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the instruments during the lesson by instructing the children in the correct use of the instruments at home (if trombone) and at school. The class teacher should report damage to instruments to the Music Leader as soon as possible.

8.2 External speakers, local museums, trips

- Young Voices
- Barnsley Music Festival
- Barnsley Music Services assemblies – guitar, woodwind and percussion

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- To support and guide the practice of specialist teachers and support staff
- To ensure coverage, continuity and progression in planning
- To monitor and evaluate the effectiveness of Music teaching and learning

- To update documentation where necessary
- To produce action plans for the School Development Plan, prepare bids and manage the Music budget effectively
- To liaise and consult with outside agencies where appropriate
- To prepare and lead INSET
- To attend relevant INSET training
- To review regularly the contribution made by Music to a meaningful curriculum

9.3 Link governor

The link governor responsible for music at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD
- Ensure the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment.
- Responsible for the general care of the instruments during the lesson by instructing the children in the correct use of the instruments at home (if trombone) and at school.
- The class teacher should report damage to instruments to the Music Leader as soon as possible.

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of homework

10. Inclusion

Teachers set high expectations for all pupils in music. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

All teaching and non-teaching staff at Brierley are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience music education at an appropriate and challenging level. To ensure that children experience high standards of success, creative development needs to be taught with regards to children's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

Whatever the manner of class organisation, we try to ensure that no child adopts a passive role in Music at Brierley.

Music can provide the opportunity for new pupils with limited English to achieve and can therefore raise their self-esteem. It is a subject into which newly arrived pupils can easily be integrated. Music can encourage the development of a wide range of social skills through collaborative working and sharing of ideas. Through Music they learn to express themselves non-verbally and may, in this context, be able to contribute cultural knowledge and experience that is of benefit to all pupils.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors every year.