



Bramley Vale Primary School

MUSIC POLICY

Ratified 6th June 2019
Minute R100 – 18/19

**(To be reviewed every 2
years)**

Vision statement:

'to create an excellent and challenging learning environment for the future through the promotion of creativity, high aspirations and perseverance'

'to create a supportive, caring atmosphere of mutual respect, extending to the wider community'

Aims:

Safe	to provide a safe, secure environment, with equality for all.
Healthy	to promote healthy hearts and healthy minds.
Achieve	to provide an enjoyable education where children achieve and meet their full potential.
Responsibility the wider	to instil responsibility for themselves, others and world.
Enterprising	to develop learners who understand their future well-being and aspire to be the best they can be.
Diversity	to develop learners who accept, embrace and celebrate diversity in an ever-changing world

Rationale:

Music is a powerful form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. It helps pupils relate to others, forging important links between home, school and the wider world.

Aims:

We aim to develop the musical confidence and competence of each of our children in order that they can enjoy and appreciate the music of others and develop their own ability to perform and compose.

Objectives:

- To plan musical activities in such a way as to encourage full and active participation and enjoyment by all children, irrespective of ability.
- To help children 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.
- To encourage the children to use these skills through varied units of work which cover composing, performing, listening and appraising.

- To ensure musical participation through whole school, class, group, or individual activities.
- To make use of some IT resources in music making.
- To provide the opportunity to learn a musical instrument through instrumental tuition. Tuition is available for the keyboard and violin.
- To promote enjoyment through listening to professional musicians who visit the school and provide opportunities for participation in practical workshops.
- To encourage children to participate in music-making activities outside the school, e.g. Choir competitions and presentations at Hardwick Hall.
- 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.

Planning and Implementation: Wherever possible, music is linked to other curriculum areas through creative topic work. For example, popular music from other countries. There may also be other musical projects such as African Drumming or Samba drumming.

Early Years:

The children will have opportunities to explore and recognise how sounds can be produced and changed, sing songs from memory, recognise repeated sounds and sound patterns and match movements to music. They will have opportunities to communicate their ideas and feelings by singing a variety of songs and using a selection of musical instruments. The emphasis will be on action songs and musical games. In the Early Years Foundation Stage the children sing and/or explore music every day.

Key Stage 1 and 2:

In both Key Stages 1 and 2, music is linked to the Creative Project, wherever possible. We use the Learning Challenge curriculum by Focus Education materials to ensure that there is coverage of the National Curriculum (2014) and Progression at the appropriate levels. Other materials which help our planning in school are: The Music Express schemes of work and the 'Sing up' website.

▪ Planning Stages:

- **Long Term** - Yearly plans provided by Music Express, setting out which units of learning are to be covered across KS1 and KS2.
- **Medium Term** - Each teacher will use relevant units and plan delivery of work over each half term.

- **Short Term** - Weekly plans should indicate area being taught, activity, differentiation and resources. Each unit includes suggested activities in order to achieve these objectives. However, teachers may choose to use their own ideas provided they meet the objectives and the appropriate skills development.

Throughout the key stages, units focussing on the musical skills that require regular practice and ongoing development are revisited.

These focus on the development of the singing voice and the other essential music skills, of listening, aural memory and physical skills. These activities are designed so that they can be taught in short periods when opportunities arise as part of regular classroom work, and may be revisited as required in order to consolidate learning.

Differentiation:

Children with exceptional musical skills need to be identified at an early stage. The school should support these children by discussing with parents the advantages of receiving appropriate peripatetic music tuition. Opportunities should be given for them to perform in the classroom, during assemblies, and in school concerts. Work should be matched to ability so that all children can achieve at their own level of ability.

Assessment:

Teachers assess children's attainment through observation and by using the attainment targets in the Early Years Foundation Stage Handbook and National Curriculum in conjunction with the Learning Curriculum appraisal guidance questions at the end of each lesson. These assessments are then fed into the end of year report to parents.

Role of the Music Co-ordinator:

The Music Co-ordinator undertakes the following tasks:

- Informing staff of current developments in musical education/and providing some musical training for teaching staff.
- Monitoring individual music plans made by staff.
- Providing support and advice on music education within the school.
- Overseeing the provision of resources.
- Liaison with peripatetic music teachers.
- Organising concerts/musical performances during the school year.

Monitoring is carried out by the Music Co-ordinator through observations of music lessons, and musical performances, pupil interviews and scrutiny of planning.

Cross-curricular links:

The use of music can enrich learning in other subjects. It can provide a stimulus for expressive work in English, Art and Design, Dance and Drama. It allows for the discussion of feelings in RE and PSHE and enhances collective worship. The exploration of sound production has close links to Science. Links can be made with History/Geography projects e.g. Tudor music, songs from World War 2.

PSHE underpins all of the units. Music encourages the children to develop confidence and a sense of responsibility. It helps to develop good relationships through creating music together in groups, and respect for the differences between people as a result of experiencing music from different times and cultures.

Equal Opportunities:

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and included regardless of ability, race, gender, religion, social background, culture or disability.

Health and Safety:

Teachers will teach how to handle and carry musical instruments safely at the beginning of lessons, including safe storage. Guidance can be sought from health and safety representative (head teacher).

Policy drafted by

Agreed by staff..

Ratified by governors..