



## Music Policy



## Rationale

The aim of music teaching at Bramhope is to engage and stimulate the children's interest and understanding about music through the ages by introducing them to key composers and teaching them how to evaluate their own and others' compositions and performances. Music education can develop communication skills, foster creativity and teamwork, all of which are very important life skills. Music serves as a scaffold to foster thinking, self-expression and cultural awareness in children.

At our school, we encourage all children to recognise their music potential and to acquire the social skills of making music together. As children progress through the school, they will develop an awareness of musical traditions in relation to styles, cultures and periods.

At Bramhope, we provide music clubs for children to join as part of their continuous progression of musical skills. This includes a recorder club in KS1 and a choir in KS2. These clubs give children a chance to further their performing skills.

By teaching an engaging and varied curriculum, children develop their skills of musical theory, listening, communication, appraisal, performance and increase their confidence.

## Organisation of Content

At Bramhope, the teaching of music follows the National Curriculum programme of study, but is tailored to reflect the interests of our children.

Due to mixed year classes, knowledge is not sequenced from one year group to the next but is taught on a rolling programme. This ensures that all children have covered the required content by the end of Year 6. As the school is expanding, in September 2021, KS1 will have two Year 1 classes and two Year 2 classes. The music curriculum in KS1 will be based on single year groups. The mixed class approach will continue throughout KS2 and will change on a year-to-year basis due to the expansion moving through the school as each academic year begins.

Teachers are required to have excellent subject knowledge and the sharing of expertise, resources and current curriculum knowledge helps to achieve this. The Model Music Curriculum which has just been implemented is closely aligned with the school's curriculum overviews and progression of skills. The music curriculum concentrates on one area each term to focus on the key elements; duration, pitch, dynamics, timbre and texture, tempo and structure. Singing, listening, composing and performing are embedded into each term. This links in with the new curriculum guidance of teaching children musicianship in KS1 and composing in KS2. The **musical dimensions and skills document** clearly shows the progression from EYFS to Year 6.

## **Assessment of content**

Assessment is based on teacher observation and termly quizzes. This highlights areas of strengths and areas to focus on for the next academic term. Listening and appraising music will also form part of the assessment to determine pupils' musical knowledge. This will take the form of a class discussion and teacher observation will form part of the assessment.

## **Accountability**

The subject leader Miss Gregson, provides staff with the key vocabulary for each term and also planning resources to ensure there is a clear progression of skills throughout the school. Videos relating to various music genres are shared weekly so that children can develop their cultural awareness of music and the various instruments that can be played. Pupil voice is conducted each term to gauge the interest levels of children on the units they have studied and to allow them to put ideas forward for new units. Each term the subject leader will observe music lessons in school to inform the development of the whole school music overview. The monitoring will assist in showing any gaps in either coverage or progression of skills.

## **Teaching strategies employed**

Music is taught using whole class teaching methods. Music is taught by the subject leader in KS1 to embed the initial skills of performing, listening, composing and musicianship. Music is taught by class teachers in KS2. The subject leader has completed ABRSM musical performance and theory exams and has a thorough knowledge of the music curriculum. The subject leader also attends regular meetings organised by ArtForms Leeds to build on musical knowledge and support implementation of learning in primary education.

All children are taught the knowledge, skills and understanding of Music as outlined in the programmes of study in the National Curriculum and Early Learning Goals (ELG). Where relevant, cross-curricular links will be made to other subject areas. Children are given opportunities to develop musical skills and knowledge by being actively engaged in making and responding to music through the main areas of learning.

***Following the new 'Model Music Curriculum', children by the end of Key Stage 1 will be able to:***

- Sing simple songs, chants and rhymes.
- Begin with simple songs with a very small range.
- Sing a wide range of call and response songs.
- Start to use musical terms to describe music from a variety of genres.
- Create musical sound effects and understand the difference between rhythm and pitch patterns.
- Develop musicianship by comprehending pulse/beat, rhythm and pitch.

***Following the new 'Model Music Curriculum', children by the end of Key Stage 2 will be able to:***

- Describe musical features of pieces and name key Italian terms such as allegro for fast and adagio for slow.
- Sing a widening range of unison songs of varying styles and structures.
- Perform in a group and with confidence.
- Listen to and appraise a variety of musical genres.
- Compose and improvise with music that has a beginning, middle and end.
- Read notes on a staff and comprehend the differences between simple note values.

### **Provision for all children**

Teachers ensure there are suitable learning opportunities and challenges within the planning and teaching of music to match pupil abilities. Examples include:

- Providing differentiated resources according to pupil ability.
- Monitoring groups and their musical understanding when completing group activities.
- Providing additional teacher input to some pupils when required.
- Separating music boxes for KS1 and KS2 to develop knowledge of instrument progression.
- Providing a range of musical activities so all children can engage with the lesson being taught.
- In addition to music boxes for each key stage, there are also a range of percussion instruments in the music cupboard for children to further their learning of tuned and un-tuned instruments.

### **Inclusion**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## **Health and Safety**

*The health and safety of our pupils at Bramhope is of great importance. Therefore, the following guidelines will be followed in order to ensure our children's safety:*

- Instruments will be checked regularly to ensure that they are in good repair and of good quality. All splintered or rusty instruments will be thrown away immediately.
- Children who are taught to play a wind instrument will have an individually labelled instrument and so there will be no need for sharing.
- Wind instruments will be sterilised before they are reissued to other pupils.
- Heavy instruments will be stored at an easily accessible height which will prevent the need for any climbing.
- Where children are to participate in activities outside the classroom, for example external performances and attending musical events, a risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **The Role of the Music Subject Leader**

- The Music Subject Leader will take responsibility for monitoring the standards of children's work and the quality of music teaching in school.
- The Music Subject Leader will support colleagues where needed in their teaching and provide appropriate staff development training where necessary.
- The Music Subject Leader will also keep staff updated with examples of musical activities and useful teaching resources.
- The Music Leader will monitor the implementation of music in school.
- The Music Subject Leader will keep informed about current developments in Music, through attending various training sessions and accessing a range of resources.
- The Music Subject leader will lead the school choir and organise both internal and external performances for the school's choir.
- The Music Subject Leader will maintain the music room and instruments.
- The Music Subject leader will organise musical assemblies/concerts.
- The Music Subject Leader will carry out any necessary risk assessments for music related trips.