

**Brinscall St John's C.E./
Methodist Primary School**



**Music
Policy Document**

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Subject Leader: Mr M Gibbins

Music Policy

Shining With the Light of Jesus

Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Brinscall St. John's, the intention is that children gain a firm understanding of all elements of music through listening and appraising, singing, playing, composing, performing, and evaluating across a range of historical periods, styles, cultures, traditions, and musical genres. We understand that a high-quality music education can inspire and engage pupils, allowing them to express their creativity. Our children will be given opportunities to give opinions, make choices, and solve problems relating to the music they listen to and compose.

It is our intention that children's mental and spiritual health will be fostered through an appreciation of and connection to music, and that they will develop a love and understanding of music which will benefit their wellbeing beyond their time at our school. We want our children to understand the value and importance of music in the wider community and recognise the global power of music, ultimately enabling them to use music to shine with the light of Jesus. Spirituality will be developed through ideas of community, emotion, innovation, imagination, creativity, imagination and inspiration.

Through focused music sessions, further links throughout the whole curriculum, and the development of creativity, we aim to provide children with regular opportunities to solve musical problems when working independently and collaboratively so that they build their self-confidence, self-expression and sense of achievement, and progress to the next level of musical excellence.

Implementation

Rooted in the National Curriculum, our music curriculum is built around composers and genres of importance to our students and teachers and is enriched by cross-curricular links. We ensure that students listen and appraise, sing, play, compose, perform, and evaluate. This is embedded in classroom activities as well as our regular 'Songs and Praise' worship, various concerts, productions and performance opportunities, the learning of instruments, and the joining of our choir or ensemble. The elements of music are taught in our classroom lessons so that children can use musical skills, terms, and vocabulary fluently when appraising, playing, or composing music.

In the classroom, students learn how to play different instruments, including percussion, as they progress through the school, gaining and developing knowledge of creating notes, as well as how to read basic music notation. They learn how to compose their own music by using inspiration from a range of composers and genres. This enhances their understanding when listening to, playing, or analysing music. Singing is taught in classroom lessons and is further supported in our daily worships.

Through listening to and creating music, children will discuss and share their thoughts and feelings on the links to spirituality.

Impact

Whilst at Brinscall St. John's, children have access to a varied musical programme, which allows them to discover and develop areas of strength, as well as improve in areas of weakness. They build on their previous learning and grow a sense of achievement and self-confidence. They are creative thinkers who understand how and why music is composed and listened to. They use music as a source of inspiration and support for mental, physical and spiritual health. Our children enjoy singing and playing instruments and know how to perform with expression and enjoyment as they shine with the Light of Jesus.

Curriculum and school organisation

Foundation Stage/Reception

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Learning – these are the skills we will work on throughout Reception:

- Singing – well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker.
- Making Music – using voice, objects, home-made and real musical instruments and a range of ICT.
- Perform – familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character.
- Movement – engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music.

Key stage 1

Our pupils will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and un-tuned 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.

Key stage 2

Our pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils will 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.

Curriculum Planning

Teachers use the National Curriculum programmes of study and the agreed units of work to create medium term plans which break down into short term weekly planning which provides stimulating, engaging and progressive music lessons for all children. Planning matches our children, our context, and our setting, and is clearly linked to the whole curriculum plan, encouraging children to be problem solvers and creative. Teachers have access to Charanga (a Lancashire Music Hub online music resource) for ideas to enhance their planning, as well as Espresso Education and a range of resources within school. Teachers ensure that they are aware of the current skills and knowledge of their children to provide teaching which progresses the children from this point, and that the abilities and needs of all children are catered for.

Teachers plan for music activities and learning within other areas of the curriculum and find opportunities to develop other areas of the curriculum within music, where appropriate and of benefit to the children's learning.

Teaching and Learning

We make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We teach children to make music together, to understand musical notation, and to compose pieces. 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 (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- 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.

Assessment

Foundation subjects are assessed using ongoing formative assessment, end of unit summative assessments (of which there are six), and a final summative assessment at the end of the year. End of year judgements are passed up to the next year group teacher. The music subject leader analyses these judgements across the school, tracking children's progress from year to year, focusing on appropriate progress of individual children, where required. In the foundation stage, assessment is carried out termly. At the end of the foundation stage, children's attainment in music is recorded and reported as part of the Early Years Foundation Stage Profile.

The music co-ordinator collects and monitors unit plans from all year groups, ensuring that our whole curriculum offer for art and design matches our children, our context, and our setting, and is clearly linked to the whole curriculum plan. The music co-ordinator uses recordings to assess the quality of teaching. The co-ordinator will be looking for certain attributes in a lesson: teacher's subject knowledge and their basic skills, use of time and resources, teacher expectations, assessment procedures, and that EYFS foundations are built upon and secured throughout school in music. It should also be evident that skills and practical methods are being taught progressively through school.

Resources

Un-tuned instruments and glockenspiels are kept in storage in the main hall. Recorders are kept in the Year 4 classroom. A selection of tuned instruments is kept in the cupboard opposite the front desk. All staff and pupils are given access to Charanga, software which supports the teaching and learning of music.

ICT

Ipads and computers can be used to access musical software such as Charanga, Garageband and tools within a range of software accessible in school. Charanga can be used interactively through the classroom touchscreen.

Health and Safety Guidelines

When planning any trips linked to music, full risk assessments will be carried out by the class teacher following the Educational Visits Policy guidelines. Teachers will ensure safe use of musical equipment.

Equal Opportunities and SEN

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN, and equally more able children. Please refer to appropriate policy for more information. At St John's we have due regard for our duties under the Equality Act 2010.

Through the delivery of the music curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations. 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. Where appropriate, children should work in mixed ability groups.

Role of the Subject leader

The role of the music subject leader is to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in music throughout the school;
- support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities;
- monitor progress in music and advise the head teacher on action needed;
- conduct work sampling regularly focussing on different aspects of teaching and learning;
- take responsibility for the purchase and organisation of central resources for music;
- keep up to date with developments in music education and disseminate information to colleagues as appropriate.

Role of the Head teacher

- Lead and monitor the implementation of this policy.
- With the music Subject Leader, monitor the teaching and learning of pupils.
- Reflect on subject development plans and annual subject profile.
- With the music governor, keep the governing body informed about the changes to this policy.

Policy updated Sep 2024

Matthew Gibbins, Music subject leader

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