

# Brinsworth Howarth Primary School



Policy for Music

January 2024

# The Power of Music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school. (Model Music Curriculum, 2021)

## Intent

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 should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (DFE-00175-2013)

The aims of music teaching are to enable children to:

- EYFS
  - contribute to a child's PSED and Expressive Arts development through the Early Learning Goals (2023).
  
- KS1 & KS2
  - 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
  - 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
  - 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.

## Implementation

Here at Brinsworth Howarth we follow the Charanga music scheme which provides interactive learning - the lessons require the same instrument which is used throughout school in order to show a progression of skills as the children progress through each Key Stage and year group. The structure of each lesson will follow the Listen and Appraise, Musical activities, and Share and Perform format.

At Brinsworth Howarth 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 and to 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 often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also how to compose music and to begin to use some form of musical notation.

We recognise that there are children of widely different musical abilities in all classes, 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 in a variety of ways by, for example:

- setting common 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 teaching assistance to support the work of individuals or groups of children

## Foundation Stage

We teach music in Foundation classes as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children follow the Charanga scheme as well as seasonal music practice such as Harvest, Easter and Christmas. **Nursery rhymes and singing are an integral part of each day in the foundation stage classrooms.**

## Additional music teaching

Children in Y3 and Y4 have access to 1 term of 30 minute instrumental music tuition from a music teacher. The children will learn to play the drums in Y3 and the Violin in Y4. As children move through school every child should have the opportunity to play these instruments for a term in these year groups.

Singing assembly is conducted every week for KS2 children. Here they practice and perform a song each half term, discussing its genre, origins and relevance.

## Impact

Teachers assess children's work in music by making informal judgements as they observe them during lessons. At the end of a unit of work, the teacher makes a judgement about the progress of each pupil. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year in the form of end of year reports.

Although a lot of work in music involves practical activities, other examples of work may be seen within **discovery books**. Practical tasks will be evidenced using photos (where appropriate) or recorded performances.

## Resources

There are resources for music teaching in the school. We keep a selection of pitched and unpitched percussion instruments in labelled boxes in the hall storage cupboard.

A class set of Glockenspiels is available for use alongside the Charanga programme. This is the schools chosen instrument to use alongside the Charanga scheme.

Charanga subscription has been purchased for whole school use and every teacher has an individual log in. This provides planning and interactive resources for use of teachers throughout each year group.

## Role of Co-ordinator

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.